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APR 23 1931

VOLUME XVII

NUMBER 4

**BULLETIN**  
**OF THE**  
**AMERICAN ASSOCIATION**  
**OF**  
**UNIVERSITY PROFESSORS**

**TENURE INQUIRY**  
**COOPERATION OF LEARNED SOCIETIES**  
**PERSONAL RELATIONS OF TEACHERS**  
**LAND-GRANT COLLEGE SURVEY**

**APRIL, 1931**

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VOLUME XVII

APRIL, 1931

NUMBER 4

# BULLETIN

OF

## THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

TENURE INQUIRY  
COOPERATION OF LEARNED SOCIETIES  
PERSONAL RELATIONS OF TEACHERS  
LAND-GRANT COLLEGE SURVEY

PUBLISHED BY  
THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS  
20TH AND NORTHAMPTON STS., EASTON, PA.

EDITORIAL COMMITTEE: JOSEPH ALLEN; PAUL KAUFMAN;  
JOSEPH MAYER; H. W. TYLER, *Chairman*

744 JACKSON PLACE  
WASHINGTON, D. C.

Issued monthly except in June, July, August, and September

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Entered as Second-class matter, April 24, 1922, at the Post Office at  
Easton, Pa., under the act of August 24, 1912.

Acceptance for mailing at special rate of postage provided for in Section 1103,  
Act of October 3, 1917, authorized on September 13, 1918.

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## EDITORIAL NOTE

The preliminary mention in March of the study of tenure and of cooperative action in dealing with problems of academic freedom and tenure is followed in this issue by the text of the corresponding documents.

Replies from the officers of the various societies in regard to cooperative action will be presented to the Council and the representatives of Committee A at an important meeting, April 25. In general, the replies while informal indicate a preference on the part of the specialist societies for leaving such problems to our Association, with perhaps some additional publicity through the specialist journals. The April meeting of the Council will also consider the choice of the time and place of the next annual meeting and the general character of the program. Suggestions from the membership as to the latter will be welcome.

The review of the land-grant college survey is in the main an analytical table of contents of such portions of the two-volume report as may be of particular interest to our membership.

The selected correspondence with college presidents illustrates significant reactions to the tenure inquiry.

## NOTES AND ANNOUNCEMENTS

### STUDY OF TENURE OF COLLEGE TEACHERS

The following letter has been circulated to a group of presidents, who are Honorary Members of the Association, and will be sent in the near future to a larger list. Replies will be referred to a newly appointed committee of the Association under the chairmanship of Professor W. W. Cook, of Johns Hopkins University. Cooperation is anticipated from the Association of American Colleges and the Committee of One Hundred for the Promotion of Research:

"Recent events in the educational world have emphasized the importance of sound principles and practices in connection with the appointment and continuance of college and university teachers. In January, 1925, a conference was called by the American Council on Education to draw up a statement of standards of academic freedom and academic tenure, and the results of this conference have proved important. It was pointed out at the time that there was a larger underlying problem and the conference formally requested the American Council to call a later conference on appointment and tenure whenever the time should be ripe. The recent establishment by this Association of an appointment service for college teachers emphasizes the need of more complete information than is at present anywhere available.

"In regard to methods of appointment and conditions of tenure, the former subject has been dealt with in considerable detail by a committee of the Association whose report was published in the *Bulletin* of March, 1929. The present undertaking aims to fill the gap between that report and the results of the conference of 1925, which dealt mainly with conditions of dismissal by a fact finding survey of general conditions of tenure, forms of contract, etc. It is believed that the information will have substantial value not only to our Association, but to the universities and colleges of the country. While it has seemed, after discussion, better that this Association act independently in collecting the data, we are assured of the cooperative interest both of the American Council on Education and of the Association of American Colleges.

December 18, 1930

W. B. MUNRO, *President*

H. W. TYLER, *General Secretary*"

## "REPLY FORM

1. Are written contracts used, or is their use deemed inadvisable?
2. What is the customary tenure in *initial appointments*?
  - (a) of instructors?
  - (b) of assistant professors?
  - (c) of associate professors?
  - (d) of professors?
3. At what stage, if any, does tenure become
  - (a) permanent?
  - (b) indefinite, with presumption of permanency?
4. Is the present system determined by
  - (a) state law?
  - (b) the charter of the institution?
  - (c) action of the governing board?
    - (1) by rule of resolution?
    - (2) by usage based on general policy?
5. Has the provision in regard to tenure circulated by the Association of American Colleges in 1925-26 and inclosed herewith
  - (a) been adopted by your institution?
  - (b) considered or rejected?
  - (c) or adhered to in practice?
6. Please send copy of relevant statutes or rules, and sample contracts.
7. General comments if any.  
(Signature and title of officer reporting)"  
(Date)  
(Name of Institution)

COOPERATIVE ACTION IN DEALING WITH PROBLEMS OF ACADEMIC  
FREEDOM AND TENURE

The following letter has been circulated to officers of national learned societies:

"At the annual meeting of this Association, a resolution was offered that various learned societies be invited to appoint each a committee of three to cooperate with a committee of our own Association in

a study of methods designed to secure academic freedom. The Association voted that the matter be referred to the Council and to our standing Committee on Academic Freedom and Tenure for further consideration, with power to confer with representatives of other professional organizations with a view to presenting a report at our next annual meeting. The Council of the Association will consider the matter at a meeting to be held in April, and the object of the present note is to ascertain, in a preliminary and somewhat informal way, the opinion of officers of the Associations addressed as to their attitude and disposition in certain respects as indicated below:

"As a partial background for consideration of the question, attention may be called to the fact that the Association of University Professors was organized in 1915 with the maintenance of proper standards of academic freedom and tenure among its important aims. It happened, in fact, that a joint committee representing certain specialist societies was at that time dealing with a serious issue of this character. The Association has, during the intervening years, dealt with a large number of problems of academic freedom and tenure represented in part by reports of investigations published in its *Bulletin*. A much larger number of cases have been dealt with less formally by correspondence. In January, 1925, at the instance of the officers of the Association, a conference was held with representatives of a number of other national organizations, including the Association of American Colleges, the Association of American Universities, etc., which resulted in the adoption of certain standards since widely circulated.

"There is ample reason for believing that these activities of the Association have had a far-reaching effect on standards and practices of institutions throughout the country. On the other hand, there is a more or less widespread feeling that the time has come for the Association to consider the adoption of a more militant policy as illustrated, for example, by certain proposals published by Professor Thurstone, of the University of Chicago, in the *Journal of Higher Education* and subsequently reprinted in our *Bulletin* (October, 1930). These proposals imply dropping institutions from the eligible list of the Association and reinstating them only on the basis of their not only changing their policy, but reinstating and reimbursing men previously dismissed. The present policy of the Association is to depend on publicity of approved standards



and on published reports of occasional investigations as likely to be in the long run sufficient protection against serious abuses. In the second place, we have, in the case of the University of Mississippi, established the precedent of dropping an institution from our eligible list on the basis of generally unsatisfactory tenure conditions. In the third place, we have initiated a general study of tenure conditions with a view to publication.

"The questions now presented to the specialist societies may be accordingly stated as follows:

(1) Is the present policy of our Association as outlined in your judgment sufficient for maintaining the best standards of the profession and serving the best interests of the institutions?

(2) In case you favor a more militant policy along the lines of the proposals referred to, is it probable that your Association would adopt a similar policy of dropping institutions from an eligible list, so that members of their staffs would thereby become ineligible for membership in your Association? (The status of present members to be unaffected.)

(3) Is it your judgment, on the other hand, that your Association should abstain from dealing with problems of freedom and tenure, leaving them wholly to this Association and presumably encouraging your members to join it if they have not already done so?

(4) Would it in your judgment be desirable to hold a conference in which your Association would participate with others for considering these questions?

(5) General suggestions, if any, not covered by the preceding questions.

"It is appreciated, of course, that it may be difficult for the officers of national associations to obtain and formulate opinion. We shall welcome expressions of individual opinion with the understanding that no publicity will be given them. We leave it to the judgment and circumstances of the different officers receiving this note whether and how to present it to their Councils or Societies, expressing the hope, however, that a reply of some sort may reach us about March 20.

W. B. MUNRO, *President*

H. W. TYLER, *General Secretary*"

February 24, 1931

## COMMITTEE NOTES

Professor L. K. Manley, on account of anticipated leave of absence, has found it necessary to resign as Chairman of the Committee on International Relations, continuing as a member, however. Professor S. P. Duggan, of the Institute of International Education, will be Acting Chairman for the remainder of the year. Professor K. P. Williams, of Indiana University, has been appointed Chairman of the Committee on Required Courses in Education in succession to Professor Flickinger, who is also to be on leave of absence.

## ETHICS IN THE TEACHING PROFESSION

The January issue of the *N. E. A. Research Bulletin* is devoted to a rather comprehensive survey of this subject. Current practices are outlined for the professions of architecture, dentistry, nursing, journalism, business and commerce, law, medicine. Another section deals with standards of professional conduct among teachers, including, for example, conduct in securing and terminating employment and conduct in connection with Teachers' Agencies.

## GENERAL EDUCATION BOARD

The annual report for 1929-30 gives an interesting recital of the far-reaching system of grants administered by the Board under the general headings, Colleges and Universities, Public Education, Negro Education, Medical Education, and Industrial Art, each with many subdivisions.

In recent years, support from the Board to colleges and universities has been turned toward a few selected purposes rather than toward any general expansion of the well recognized and established forms of higher education.

The Board has continued its policy of awarding fellowships to persons engaged in the field of public education in the South. During 1929-30 nineteen persons were enabled to pursue graduate study in subjects directly related to their work. These make a total of 248 persons benefited by such fellowships since 1921-22.

During the year 1929-30 forty colored persons studied under fellowships granted by the Board. Appointments to these fellowships were made, for the most part, with a view to strengthening the faculties and administrative staffs of institutions for the higher education of Negroes.

Aside from the appropriation to Duke University, the aid given to medical education in 1929-30 represents the completion of participation by the General Education Board in projects already begun with its aid or the continuation of grants for current support.

From the date of the Board's foundation in 1902 to June, 1930, amounts expended have aggregated nearly \$175,000,000, the largest items being medical schools more than \$64,000,000, universities and colleges nearly \$75,000,000, the Lincoln School in New York nearly \$6,000,000, Negro education more than \$16,000,000.

#### SOCIAL SCIENCE RESEARCH COUNCIL FELLOWSHIPS

##### Annual Report, 1929-30

During 1929-30, 108 applications for research fellowships were received. Twenty-nine new appointments and one renewal were made, with an average stipend of \$2700.

The new appointments included History, Economics, Political Science, Psychology, Anthropology. Beside the preceding, 22 new fellowships were appointed in Agricultural Economics and Rural Sociology, with two renewals.

The first annual award of fellowships to Southern graduate students in the Social Sciences included from 125 applicants 9 women and 17 men, who will spend the year at accredited graduate schools studying Social Science problems of special interest to the South, with stipend aggregating \$20,000.

Grants-in-aid to mature scholars, ordinarily limited to \$1000, were made during 1929 and 1930 to the extent of \$25,000 to 40 among 102 applicants.

#### WORLD FEDERATION OF EDUCATION ASSOCIATIONS

The fourth biennial convention will be held at Denver, July 27 to August 2. The Federation was initiated in San Francisco in 1923 and sessions have been held at Edinburgh in 1925, Toronto in 1927, Geneva in 1929. Attendance is expected to exceed 5000. A "department" deals with the international aspect of colleges and universities.

## INSTITUTE OF INTERNATIONAL EDUCATION

The March issue of the Institute *Bulletin* opens with a discussion of the Ph.D. degree—its international significance.

"The Ph.D. degree in the United States has become something in the nature of a trade union label. It is now practically a necessary qualification to secure a teaching position in a college or university.

"A young man or woman who has just received his Ph.D. must usually accept a teaching position in one of the smaller institutions of higher education. When such an institution has a vacancy in any field, it ordinarily applies for help to an authority or a department in one of the larger universities in which it has confidence. Every one of these universities has men of its own whom it is desirous of placing. The holder of a Ph.D. degree from abroad usually has no one interested in pushing his candidacy. He is handicapped in the competition.

"Even before the War there was general agreement, that it had gradually become as difficult to obtain a Ph.D. from an American university of the first rank as from a German university. That condition has not changed since the War.

"It is evident, therefore, that the aspirant for the Ph.D. degree will not only probably have a better chance to secure a teaching position by pursuing his graduate work in an American university but he can be just as well prepared therein as in a foreign university. But the real research student can profit immensely by the European practice of spending only a semester or a year in one institution studying under one or more great masters and then passing on to another institution to study under other great masters. And all American graduate students, whether lovers of research or those with an eye to a teaching position, will benefit so much by the stimulating experience of working in a different environment, according to different methods of study and teaching, that the writer would urge every one to have, if possible, at least a year of such experience, especially as the year's work abroad will be honored by the best institutions at home."

Announcement is made of the Sixth International Congress of Genetics to be held at Ithaca, New York, in August, 1932. Plans are in charge of a committee under the chairmanship of Dr. C. C. Little, Bar Harbor, Maine.

There is an interesting account of recent developments in educa-

tion in Persia, which has increased the number of Government students in European universities from five in 1922 to nearly six hundred in 1930. There is no large central library in Persia and very little provision for higher education.

A brief review of Chinese students in the United States is given by the Associate Director of the China Institute in America.

#### AMERICAN FIELD SERVICE FELLOWSHIPS

The eleventh annual report of these fellowships, which are administered by the Institute of International Education, shows for 1930-31 seventy-two applications, including ten from France. Of the nine awards made, one was in metallurgy, one in hydraulics, two in history and political science, two in international law, one in architecture, one each in English and French literature. The fund amounts to more than \$230,000.

#### C. R. B. EDUCATIONAL FOUNDATION

Five American students have been awarded fellowships for study in Belgium during 1931-32 by the Commission for Relief in Belgium Educational Foundation, one each in entomology, physiology, international law, primitive Flemish painting, and embryology. Each fellowship grant carries traveling expenses and stipend sufficient for a year's advanced work at a Belgian university. Eighteen fellowships have just been awarded in Brussels to Belgian students who will come to American universities in 1931-32.



## EDUCATIONAL DISCUSSION

### PERSONAL RELATIONS OF TEACHERS<sup>1</sup>

#### *With Fellow Members of the Faculty*

... Therefore, in our work together we must delegate certain of our prerogatives and certain of our work to various committees, and it is in the committee work of the faculty that I believe we most often fail . . . .

In our committee work is the place where we determine in general the lines of attack. We must do so. Faculty meetings are too large ever to lay out a concerted line of endeavor and say, "This is the direction along which we want our particular school or our particular college, or our particular university to progress." However, in that committee work I believe it is important that, until the time of the decision of the committee, there be the fullest and freest discussion. Some younger members of the faculty are appointed to these various committees, and properly so appointed, in order to bring to the committee the point of view of the younger chap, who is possibly of an age nearer that of the student, and therefore probably better reflects the student attitude, the student thought. These younger committee members hesitate very greatly to bring up before the committee their reflections upon the particular subject of discussion. Yet if a committee has been properly appointed, the reflections of each individual member in laying out the policy of the committee are very important. Often these younger members have for some reason failed to give their views and the committee work has suffered.

The older members of the staff have a great tendency to discuss rather casually any comments the younger members make, and yet it is just exactly those comments which bring us more closely in contact with the reaction we may reasonably expect to get from the student body. Therefore, my plea for committee work is for the fullest and freest discussion up until the time any question of policy is put to a vote. After that, my second plea is for practically a unanimous vote. A committee that leaves a meeting having decided upon a line of attack on a particular problem, divided against itself, with certain members after they have voted on the subject talking against it, is almost impotent. . . .

<sup>1</sup> Presented at the 38th Annual Meeting of the Society for the Promotion of Engineering Education, Montreal, June, 1930.

Faculty meetings are very much the same way. Our committees report to the faculty. Again, unless the committee acts with power for the faculty, there should be the fullest and freest discussion of this committee's report. Then the faculty itself, after having acted upon it in its due judgment, should lay aside any personal opinion as to the right or wrong, good or bad of the particular point of view, and act unanimously in loyally cooperating to carry out the majority decision of the faculty. We have all experienced times in committee meetings and faculty meetings when this has not been the case. The committee has made a decision, they come into the faculty meeting, and nearly half of the members of the committee will argue in the faculty meeting against the report of their own committee. While that may sound as if I were arguing for the autocracy of the committee, I am not. I simply believe that no committee should report out a matter of major importance until it can have argued itself into the frame of mind where it is practically unanimous.

So much for the committee work and the faculty work.

Another of the things which I believe is of the greatest importance is our own social life, one with the other. I have seen more points of major importance to the university settled outside of the faculty room, over the tea table, or in the smoking room, and settled satisfactorily, than I have ever seen settled in committee. Only too frequently you take a committee with very divergent opinions out of the committee room and feed them a little coffee or tea, and sit down and smoke, and you can bring them around until they are all unanimous in favor of a particular line of attack. . . . So that the next part of my plea is for the importance of maintaining our personal relationships on the friendliest of planes.

It seems to me there are three important effects which come from this increase in the social life of the faculty. First is the broadening effect. We have all heard a great deal of talk about it. The engineer has been accused of being narrow. Personally, I do not agree with that point of view for one moment, but it may be so. Certainly if it is so, the more contact we have with our arts friends outside of the classroom, outside of the committee room, and outside of formal faculty meetings, the more broadened we will be; and if the reverse of the case is so, that the engineer is the broader chap, then so much the better for the arts chap to come in contact with him outside of the faculty meeting. Therefore, I make this plea for a broader social

life from the point of view that it does exert a broadening effect upon each individual member of the faculty and their wives who come in contact with them, because the ladies exert a very potent effect in every faculty, as you well know.

There is a second point which this social life brings up. We all of us think our own particular subject is of the greatest importance. I would not for one moment detract from that point of view. Yet with everyone of us thinking our own subject is of the greatest importance, certainly there ought to be some interesting informal discussions about the relative importance of things. The point I wish to bring up is if we stay tied down to our particular subject we will tend to develop an ingrowing disposition, and there is no finer way I know of to eliminate an ingrowing disposition than to argue for the importance of our own particular subject with some other member of some other college or faculty of the university. So that the development of our social life will tend to prevent our ingrowing dispositions.

Furthermore it will tend to prevent our developing a superiority complex. That word has been very heavily over-used in the last few years, but it is the only one of which I can think at the present moment that expresses what I have in mind. We are all dealing for at least nine months of the year with immature minds, growing minds. We stand up before them and we often must deliver the laws of the "Medes and Persians" to them in our discussions. We inevitably tend to develop this so-called superiority complex, and yet by this social life, this intercourse between the various staffs of the college, of the engineering college, and between the various colleges of the university, we can work ourselves out of that superiority complex to the point where we appreciate very fully that each man has a very important point of view to which it will pay us well to listen and from which to take pointers. . . .

Now there are a number of methods available, and I am one of the greatest believers in the so-called faculty club. A place where the faculty can meet socially, to lay aside completely the cares of the classroom, the cares of the office, and have luncheon together, discuss these various points of view informally, where we can have special lectures by visiting prominent personalities, where we can have our evening affairs, where there can be a residence for the bachelor members of the staff—it seems to me that such a faculty club can be of the greatest influence in molding our staffs and our faculty into one unanimous

whole, a family of friends that works and lives and acts together to develop and bring out the best in these young men who are delivered to us, and to make our particular school of great influence in the country today in fostering proper engineering education.

J. W. BARKER

*With Students*

Closer personal contacts between teachers and undergraduate students in engineering colleges, how these contacts may be secured, and the best use to make of these contacts when they may occur are problems which are receiving more thoughtful attention now than at any time in the recent history of technical education. . . . Fundamentally and essentially the problem is one of human relations and human contacts. It is concerned with the family relationships, the preparatory school days, the years in college, and with the subsequent introduction into industrial life. . . .

It may be of interest briefly to describe a few methods successfully employed by the department of electrical engineering of the Pennsylvania State College to make possible and encourage closer personal relations between the older and more experienced members of its teaching staff and the students coming under their direction. . . .

Following the practice of the School of Engineering of which the department is a division, each enrolled student is assigned to a member of the teaching staff who acts as the student's "Adviser." The Adviser is responsible for all matters pertaining to the student's schedule; he recommends and executes any necessary faculty actions, and, in short, has complete supervision of the student's academic life. But of much greater importance is the fact that the Adviser has the opportunity of knowing his students personally and intimately. He may inform himself as to their living conditions, student associations, outside activities, their health, and attitude of mind. At the same time the student soon acquires a degree of familiarity and friendliness with the Adviser which he seldom feels for the teacher whom he meets only in the lecture room. The Advisers are changed at the beginning of each college year so that at the time of graduation these contacts have been established between each student and four members of the staff. . . .

Laboratory instruction, because of the character of the work and the longer periods involved, offers possibilities for more inti-

mate association. Consequently, in the general laboratory courses, classes are divided into sections of fifteen men each and these sections are subdivided into working groups of three men each. Each student in turn serves as leader of his group and, while so serving, is directly responsible to the instructor for planning and conducting the work undertaken. This plan not only increases the student's sense of responsibility but, during each three-hour period, a group of five students is constantly cooperating with and assisting the experienced teacher in charge. The special laboratories, such as those devoted to communications, transmission, traction, and illumination, because the numbers involved are much smaller, afford even more favorable opportunity for much less standardized procedure and in them practically individual instruction becomes possible.

For the past six years many members of the senior class, who have shown marked interest and ability in one or more lines, have been afforded an opportunity to devote about one-fifth of the time of the final year to special work directed by the ablest teachers on the department staff, and credit toward a degree is given for all work so done. Usually three or four students work with the same teacher on problems of common interest. The method employed is a combination of seminars and personal conferences. Invariably the work is of high order and arouses great interest in the students. At present this opportunity can be offered to about half of the seniors and the results have been exceedingly satisfactory.

During the college year 1929-30 a most interesting and promising experiment in engineering education was conducted by the department of electrical engineering with the cooperation of four great electrical industries: The American Telephone and Telegraph Company (and associated companies), The General Electric Company, The Westinghouse Electric and Manufacturing Company, and The West Penn Power Company. . . .

Fifteen outstanding seniors in electrical engineering and in electrochemical engineering were selected for a course of seminars continuing through the entire first semester. The course dealt with the functional organization of industry and each of the four supporting corporations assumed responsibility for the work of one month. During three weeks of each monthly period the students met about a conference table with major executives, engineers, scientists, and commercial men selected from the particular industry in charge, and dur-



ing the remaining week of each month additional meetings were held with a member of the department staff. Thus the idea of personal contact was extended to include the industrial leader who, for a brief period, became the student's teacher and counsellor. The benefits to the students were very real and the plan, in a somewhat modified form, is to be continued during the next college year.

All of these plans are but imperfect attempts to supplement the older and more generally accepted methods of engineering education with something a little less standardized than that which has heretofore prevailed. They are first steps in an effort to deviate somewhat from the practice of dealing with engineering students *en masse* toward a more individualized form of instruction. It will be noted, too, that every move in the direction of instruction planned for the individual inevitably means an increased opportunity for closer personal relations. . . .

CHARLES L. KINSLOE

#### *With Industry*

The phase of this general subject which I have been asked to discuss is the teacher's relations with industry. . . .

These contacts have a number of different forms. One important plan is the S.P.E.E. Summer School for engineering teachers which has been held during the past few summers in the immediate neighborhood of an industrial center, thus making it possible for the enrolled teachers to establish contact with industry during the session. It is my understanding that these meetings have afforded a real opportunity for the teachers to become acquainted with certain important phases of industry.

Perhaps more important still from this particular point of view are the Summer Conferences for professors which some of the industries have held. These conferences have great possibilities in providing engineering teachers with precisely the contacts and information which they regard as of most value in their college work, because that is the objective around which the conference programs are framed. The professors have the opportunity to discuss among themselves and with engineers and executives in industry the problems which they face in their teaching work. These programs, in other words, are different from most of the other forms of contacts referred to in that they are organized for the specific purpose of giving

the members as much information and as thorough acquaintance with industry as it is feasible to crowd into the time allotted, whereas the other contacts have some other general purpose, with the objectives here under consideration as of perhaps secondary importance.

Another form of contact is employment during summer vacation, or for a longer period during sabbatical leave. In these, especially in the latter, the teacher takes up some regular engineering work, and, for the time being, becomes a regular employee. . . .

Still another rather special form of contact is the association with industry from time to time in connection with engineering or research problems, toward which he may be in position to make a contribution. A reasonable number of such contacts seem to me highly desirable both from the point of view of the teacher and industry, provided two essentials are recognized. One is that, from the point of view of the educational institution, the time and effort expended upon such work should not interfere with the efficiency of the teacher's educational work. The other, from the point of view of industry, is that the professor's contributions to the solution of such problems should justify the arrangement. Where these conditions are met, such practical contacts would seem to be helpful to the teacher in his educational work also. . . .

I think it is in order to mention one problem which is encountered in the administration of these activities. The number of applicants for the Professors' Conference and for summer employment, etc., exceeds very greatly the number of opportunities which are available. It is thus a difficult matter to determine to whom the available opportunities will be accorded. Naturally, in the case of the Professors' Conference, it is attempted to have, in any particular year, as wide a representation from different institutions as possible; and then, over a period of years, to include all of the technical colleges.

As to positions during summer vacation or during sabbatical leave, these are determined in individual cases upon the basis of available openings at the time along the particular lines in which the teacher may be interested. Thus the character of engineering assignments in this connection varies over a very broad range.

In addition, I should like to mention one plan which may be of interest. In conducting the Advanced Course in Engineering (which comprises post-graduate training of an advanced character to a highly selected group, extending over a period of two or three years) we need competent assistance. We have found that, in addition

to the engineers who are regularly occupied in carrying on this work, it has been of great value to us to have one or two professors assist us, who are on sabbatical leave. In this arrangement they spend part time on the Advanced Course work, and the remainder on some development engineering in cooperation with some one of our leading engineers. From our point of view this has been highly satisfactory in that we are given the benefit of the teacher's advice and experience in educational work; and the professors who have participated in this program have assured us that it has been very valuable experience for them. . . .

R. E. DOHERTY,

*The Journal of Engineering Education*, New Series, vol. xxi, no. 4

#### GETTING STUDENTS TO STAY TAUGHT<sup>1</sup>

Students as a type, whether they are students of engineering or of any other subject, are likely to have at least one presumably deplorable attribute in common: once taught, they do not stay taught.

The study of education has concerned itself at some length with the problem of how to insure students' retention of what they have been taught. . . .

The generalizations in question are usually called the laws of learning. In all, there are perhaps seven or eight such laws which are recognized by prominent writers in education. I propose to discuss some of the implications of three of these laws—the three laws which are at the same time both most generally recognized and most directly concerned with the problem of getting students to stay taught. . . .

The first of the three laws which is of special significance in this connection—the law of readiness—states, in effect, that *students tend to retain what they are taught in proportion to their own feeling of desire to learn it, or of need for learning it, when it is first presented to them*. This is substantially a statement of the thesis which was advanced in the preceding discussion of the problem of getting students to learn. . . .

The first rule is a negative one: *Do not expect students to retain accurately and permanently subject matter which they have seen no "sense" in mastering*.

Students do occasionally, it is true, hold fast to knowledge or habits or skills which they have mastered merely because mastery

<sup>1</sup> Summary of a discussion presented at the Civil Engineering Session of the Summer School for Engineering Teachers, Yale University, July, 1930.

was required. There is probably more than one adult, otherwise guiltless of any recollection of the formal geometry which he studied in high school, who can recall accurately and without hesitation that "if two triangles have two sides and the included angle of one respectively equal to two sides and the included angle of the other, the triangles are congruent"—and who can recall also that the theorem used to have an unspoken supplement in his mind: "What of it!" But accurate and permanent retention in such cases as this seems to be the exception rather than the rule.

Hence from the teacher's point of view the task of getting students to stay taught involves first of all the task of getting them to see some sense in learning. How to get them to see sense in any particular item of learning is a question to which this first rule gives no direct answer. . . .

To most teachers this suggestion is inevitably a disturbing one. It reflects darkly, by implication, on much of the teaching that is now going on in our schools and liberal arts colleges. Formal mathematics for students who perceive in it merely a detested stepping-stone to college entrance; laboratory science which seems to have as its goal only so many "experiments" duly checked by the teacher; college courses in foreign language required of students to develop superficial command of a language which they expect (and often swear) never to use—these are examples of things which have so little chance of staying taught that under the circumstances they might better not be taught in the first place. . . .

The second explicit rule suggested by the first law of learning is a positive one: *Teach knowledges, habits, and skills after the students first need to use them, rather than before the need arises.* This rule obviously offers more immediate help to the teacher than does the first one. . . .

It condemns the type of teaching in which the teacher sets himself up as the sole or chief defender of the need for learning. Knowledge acquired merely because a paternal teacher or school promises that it will bye-and-bye be useful is knowledge which has little chance of being retained. Curricula or courses or even single units of subject matter, "learned" in response to a promise of some more or less distant future value, are likely to represent impedimenta which the student sheds as rapidly and completely as he dares. . . .

Consistent observance of the rule that knowledges, habits, and skills should be taught *after* students first need to use them de-

mands, however, more than simple avoidance of undesirable practices. If the rule is to be applied effectively, the teacher must take positive steps to see that his teaching and his student's recognition of the need for learning come in close succession one to the other, and that the latter comes first.

There is a certain group of thinkers in education—a group who have been responsible, among other things, for the development of some of our most “advanced” schools for young children—who propose a striking method for seeing that pupils are taught after they realize the need for learning. The method is as simple as it is striking: it consists merely in teaching nothing until the pupils themselves ask to have it taught. In one well-known school which adheres to this method, each pupil is taught to read, for example, not at any set point in his school career, but at that particular point, no matter how early or how late it may come, at which he himself becomes so imbued with the desire to read that he positively wants to be taught how to do so. Thus some pupils acquire skill in reading at five or six years of age, while others are left contentedly unable to read a single word until, when they are twelve years old or so, they stumble upon the idea that the ability to read is actually an ability worth attaining. The school notes with pride that by the time they are fourteen or fifteen years old the children who have only recently begun to read have acquired a facility in reading quite as great as that of the children who have been reading with ease and satisfaction for years.

The results which are reported from the use of this scheme of teaching illustrate, perhaps, the effectiveness of interest in producing learning. But the scheme itself represents, from at least one standpoint, a pitiful sort of arrangement. It seems to be based on the assumption that what pupils are interested in, and whether they are interested at an appointed time in the things the teacher elects to teach, are matters quite beyond the control of the teacher. It would seem to reduce the teacher's function, indeed, to little more than that of guiding pupils' efforts whenever, and in whatever direction, the pupils may providentially happen to want to put forth any efforts. It quite ignores the fact, amply demonstrated by skilful teachers everywhere, that the teacher himself may with forethought become the special providence which causes pupils to want to learn, and that the teacher thus has it very largely in his power to determine not merely *what* pupils shall want to learn but *when* they shall want to learn it. . . .



The second of the laws which have important bearing on the present discussion is the law of exercise or repetition. The law of exercise states, in effect, that *students tend to retain what they are taught in proportion to the frequency with which they use it. . . .*

So much for this phenomenon of teachers and teaching. What, then, does this second law of learning specifically imply as to teaching method if the students are to retain what they have been taught?

It implies, in the first place, that the teacher must *arrange for a series of practice periods on each item to be mastered*. Not one practice period, nor even several, will be sufficient for mastery of most of the items of knowledge or habit or skill which are taught in our secondary schools and colleges. There must be many such periods devoted to each item, if first learning and the necessary re-learning are to be adequately assured. . . .

The law implies, in the second place, that *practice should be conducted frequently at first, with gradually lengthening intervals between the practice periods*. How long each interval should be cannot be prescribed off-hand for all students or all subjects. Appropriate intervals can, however, be determined with reasonable accuracy for a given subject and a given group of students by the teacher himself, if he will test his students from time to time on their retention of skills which he is seeking to make permanent, and will provide practice when retention falls below the necessary level.

In the third place, the law suggests that the teacher should *require mastery of each item of subject matter somewhat beyond the point at which permanent retention is desired*, to counter-balance the inevitable effects of forgetting. Only through a measure of initial over-learning can students be got to stay permanently taught to the necessary degree.

And finally, the law suggests that it is incumbent on every teacher to *recognize that knowledges, habits, and skills previously acquired will probably not have been completely retained*, and to provide such further practice upon them as may be necessary. The teacher should plan to teach again, that is to say, the skills which his course may presuppose, even though these skills may have been taught long before-hand by some earlier teacher; and he should continue to teach them again just as often as forgetting reduces his students' proficiency in them below the level at which they need to be retained. . . .

The third law of learning—the law of effect or satisfaction—may for present purposes be considered somewhat more briefly than the

other two. It states, in substance, that *students tend to retain what they are taught in proportion to the satisfaction which they derive from their eventual use of it.*

Psychologists have long recognized the importance of satisfaction in determining what people remember. It seems to be a well-substantiated generalization that one tends to recall things which have pleasant or useful associations, and actively to forget things which are unpleasant or which apparently serve no good purpose. But in spite of the general recognition of this tendency the full importance of satisfaction as an element in learning seems to have received much less than its proper emphasis in most plans for teaching. . . .

Consider, therefore, what the law of satisfaction may mean with respect to getting students to stay taught. Like the law of readiness, to which in a sense it supplies the complement, it suggests both a positive rule and a negative one.

The positive rule is an obvious one: Provide all possible opportunities for worth while and effective use of each item of knowledge, habit, or skill which students have been called upon to master. Provide such opportunities, so far as occasion permits, by putting the students into "natural" situations which call for the employment of the item in question, since situations of this sort are more likely to carry satisfaction that are mere formal provisions for drill. But see to it that things learned have a chance to be used, even if that chance must often be artificially arranged.

The negative rule, in the light of Thorndike's experiment, is hardly less obvious. *Do not expect learning to result from the use or practice of knowledges, habits, or skills in which students have no gauge of their own success.* The gauge need not always come from the teacher: it may frequently take the form of some standard which the student can apply quite independently. But some direct measure of success or failure is apparently always necessary before learning can be counted on to be effective. Practice alone *does not* "make perfect"; and work done for the wastebasket—work done, that is to say, without any direct check for the student on his own achievement—is at best of questionable teaching value. . . .

If under present conditions any single teacher is to teach any large part of his subject matter in such a way that his students do actually stay taught with respect to it, he must take advantage of all possible economies in learning. He must find some method, in other words, for saving time ordinarily devoted to less important

matters in order to have more time to give to the task of insuring his students' permanent retention of essentials. . . .

And even with respect to essentials a certain measure of economy is possible. Students learn most economically when they learn "well" from the very beginning. Once an essential knowledge or habit or skill has been presented, therefore, its mastery should be insisted on. It should be interesting and recurrent and effectively usable—all three; but more than that, it should at no single point be permitted to be only half-learned.

FRANCIS T. SPAULDING,

*Journal of Engineering Education*, New Series, vol. xxi, no. 4

HOW MAY THE BALANCE OF EDUCATIONAL OPPORTUNITY BE MAINTAINED BETWEEN MEN AND WOMEN IN THE COEDUCATIONAL COLLEGE?

How may the balance of educational opportunity be maintained between men and women in the coeducational college of liberal arts and sciences? An obvious interpretation of this question concerns itself with the maintenance of a numerical balance between the sexes. If so interpreted, its practical consideration would be limited, would it not, to independent, privately endowed institutions? For we should unanimously agree that democratic justice must keep open to all properly qualified students, irrespective of sex, the upper as well as the lower reaches of our public, tax-supported system of education. . . .

The liberal arts curriculum, since the days of the Trivium and Quadrivium, has been transmitted by very conservative hands. It has grown, but through the birth-pangs and disciplines by which even a child becomes an integral part of the family and conforms to a family pattern.

When coeducation was adopted as a policy there was for a time no apparent change in the traditional features of the curriculum. Women proudly demonstrated their educatableness according to the approved pattern, and it was in all probability not much more of a misfit for them than it was for many of the men.

But life pressed in upon men. Their contacts widened. Their relationships extended. The demands upon them multiplied. The formally expanded Trivium and Quadrivium proved inadequate for their constantly growing needs. New subjects and new phases of

old subjects began to appear in the curricula. New aims were set before men in their study. Sometimes their new experiences furnished the instructor with a starting point for his instruction. A new educational philosophy began to spread. The actual values of a curriculum began to be measured in terms of modern life.

In somewhat belated fashion women began to question the values of curricula in terms of a woman's life. They, as well as men, found themselves in a new world. I am not sure that they had had very much to do with the making of it. Wherever the responsibility for that may rest, social and economic forces had swept them out of their homes, and new ones could not again be builded upon the old foundations. In rapidly increasing numbers, they found themselves on the broad stream of life, not as women, but as individuals seeking a foothold.

Unquestionably there was no intention on the part of the coeducational colleges to ignore the interests of their women students. It was simply a failure to recognize a difference in the status of the sexes, and a difference in the applications which they might make of their study.

For instance, in the relatively new assemblage known as the social sciences, women most frequently lack even yet the preliminary experience necessary to the understanding of the subject as the instructor presents it. They also lack knowledge of the human activities with which the subject relates itself. The instructor has in mind the past experiences and the future activities of men, and so develops his course. Women's experience has been more narrowly concentrated. Their preceding generations have dealt with families and homes and with what concerns the individual members thereof. They see law, not as an abstract principle, but as it applies to individuals; government as it protects and punishes individuals; economics as it relates itself to individuals. In such matters they think independently, but back of the practical application, back to the abstract reaches of thought, life has not as yet in any large measure led them. For the development of the law, for the evolution of the government, for the ramifications of economics, they will in the future have a direct and increasing responsibility. Their independent thinking about these must be developed, but it must start from those points upon which for centuries their interest has been concentrated.

The natural sciences offer further illustration of a maladjustment of instruction to students. Both the inexperience of the student

and the aim of the instructor frequently render a course as given inapplicable to both sexes. And if the course has been planned primarily for the students, and not as a revelation of the learning and interests of the instructor, it is usually for the men students. . . .

After all, do we not agree that the presentation and development of a subject should be adjusted in so far as possible to the experience and needs of the students? And the students are men and women. Is it not simply an application of that principle to which we all, at least in theory, subscribe that the aim and object of education is the student himself? . . .

There are indications of genuine masculine interest in some of these feminine offerings. For example, in the fourth summer session of Vassar's "Institute of Euthenics," we are told that the interest of the fathers of the fifty families in attendance was marked, and lectures and discussions were at their request arranged for them on Saturdays and Sundays. After all, why should not courses in "The Family," the biologic and economic factors involved, the reasons for its disintegration and the efforts to rehabilitate it, interest men as well as women? And would not both profit by discussing it together?

Why should not a study of home finance be made equally as valuable in a department of economics as a study of money and banking? The proportion of the family income that is spent by women is incredibly large, and the administration of this income is cited as, next to sex incompatibility, the chief cause of family friction and ultimate disruption. It should be an equally valuable course for men and for women.

Further, why should the arts that transform ugliness into beauty in the home, that develop standards of taste in the ordinary things of life, not be important both for men and for women? In other words and in brief, why should these courses, and others, for the most part be segregated in a department of home economics instead of being incorporated in the extended fields which men and women academically enter together, where all the prestige of the old would accrue also to the new and where, I believe, the new would be found doing a good deal to revitalize education for both men and women? . . .

IRENE T. MYERS

*Association of American Colleges Bulletin*, vol. xvi, no. 3



## THE DEMAND FOR COLLEGE TRAINED WOMEN IN THE UNITED STATES

The Institute of Women's Professional Relations cooperated in the study of unemployment among intellectual workers conducted by the International Labor Office by making a brief survey of the demand for college trained women in the United States. . . .

The findings indicate an oversupply of teachers in all localities, 118 of the 169 organizations reporting a surplus or slight surplus. Of course, not all of the institutions in any area were included, but the list was large enough to be fairly representative of the situation. The number reporting a surplus of teachers varied from 50 per cent of those sending in data from New England to 90 per cent from the mountain region. The western sections showed a larger number of institutions and agencies reporting a surplus than did the other parts of the country. It may be that the large industrial cities open other channels of work for college women in the East and thus drain away part of the potential supply of teachers, while in the South college women are still comparatively recent entrants into the world of earners.

It must be remembered that in all but a small minority of cases the data sent in were based not on actual records but upon the impressions of deans, chairmen of appointment committees, and others in charge of placement; but it should also be noted that where accurate figures were available they showed the same situation as that expressed in the opinions quoted. . . .

Estimates of the number of graduates not placed run from 12 to 15 per cent. A large city university estimated that in its class of 1928, 12 per cent of those prepared to teach were not placed in schools. However, practically all of them obtained some sort of work. This probably holds true for most of the unplaced candidates for teaching positions. . . .

While all reports pointed to a general oversupply of teachers, the situation of those prepared to teach certain subjects is worse than that of others. As noted previously, English and history are always listed as the most crowded subject-matter fields. Modern languages come next, then science and mathematics. But others are far from over-crowded. A large middle west university with an excellent system of records estimated that while 15 per cent of the graduates on its active files are not placed at the beginning of the school year, the home economics, art, commercial, music, and physical education graduates are placed practically 100 per cent.



A very large eastern institution reported that in college positions for which higher degrees are always required there is little demand for women teachers of mathematics, science, philosophy, psychology, and commercial and vocational education. But the demand for teachers of art, music, physical education, and home economics is excellent. . . .

In regard to the value of graduate work, the replies indicated that with the possible exception of the woman of forty or over who hopes to change and improve her position, higher degrees are an advantage in most cases. However, in certain fields there is difficulty here, also. An official of one of the largest graduate schools in the country gave this report:

At present the people who are training in psychology experience the most difficulty in securing the type of positions which they wish. This holds true chiefly of those with master's degrees who wish to become school or clinical psychologists. In the last three years the department has trained nearly four hundred people on the M.A. level while less than fifty have been placed to do this particular kind of work. To date any person who has gone ahead and secured the doctor's degree has had very little trouble in securing a rather satisfactory position.

In addition to the information on the demand and supply of teachers, professional schools provided data on the state of demand for the services of their graduates. Of 52 professional schools of law, medicine, business, art, journalism, pharmacy, dentistry, nursing, social work, and agriculture, 3 reported a surplus and 13 others a slight surplus. Nine independent agencies specializing in placing college women reported. Of these, 6 felt that there was a surplus of college women; that is, more women for the usual occupations than could be placed. Altogether, of the 76 professional schools and independent agencies, 9 reported a surplus, 19 a slight surplus, 41 no problem, 5 a shortage, and 2 no data. . . .

On the whole, the situation probably resolves itself down to the conclusion that, while definite figures are not available, there is apparently no actual serious unemployment among the trained women of the country in the sense that they are unable to locate positions of any kind suitable to their general background, but that certain fields, especially teaching, are oversupplied, and that more and more those who prepare for them will find competition keen and positions difficult if not impossible to secure. In other fields, such as account-

ing, women are not as yet accepted, and while there are positions available it is difficult for any but the best-equipped women with excellent training and outstanding personal qualities to get a start. . . .

Probably so far as the college women are concerned the question of unemployment calls for study of the economic situation, revision of curricula, educational and vocational guidance directing students into fields other than teaching of the more usual subjects, and an effort to open still further all occupations to the suitably endowed and trained woman.

CHASE GOING WOODHOUSE,

*Journal American Association of University Women*, vol. xxiv, no. 2

#### WANTED—SPEED IN EDUCATION

. . . At Nebraska we have a class in General Chemistry, usually numbering about 240 students, who have all had a year of chemistry in high school. In some instances this means excellent preliminary preparation; in others, scarcely anything at all. A pace adapted to those who enter poorly prepared permits all the leaders to loaf; while one designed to spur the leaders into earnest effort soon discourages the rest. This is a very common difficulty whenever college work in any subject is based on a preliminary high school course.

We have met this situation by a plan of instruction that calls forth and capitalizes the competitive spirit that is so conspicuous in interscholastic athletics. Very early in the course the class is divided into four groups, according to ability and accomplishment, as revealed by recitations and examinations:

	Designation	Approximate Percentage of Class
Upper Group.....	A	20
Middle Group.....	B	40
Lower Group.....	C	25-40
Probation Group.....	D	0-15

Thereafter, examinations are held at unannounced times; in fact, two examinations on each occasion: an "X-test," which students in the lower half of Group A *must* take and those in the upper half of Group B *may* take in competition with each other; and a "Y-test," distinctly easier than the other, which students in the lower half of Group B *must* take in competition with all those in Groups C and D. As a result of these two tests students are moved upward or

downward in the scale. Provision is also made for promoting or demoting any student who gives evidence of intelligence and industry or their opposites in daily recitations or in written work handed in, without the formality of an examination. In the classroom and laboratory all the groups are intermingled, in sections of about twenty-five students each; but those in Group A have the privilege of a brief conference with the director of the course as a substitute for formal recitation. This gives an opportunity for stimulating and inspiring the best minds in the class. Work is assigned them far in excess of the capacity of the average student, yet they contend eagerly for this opportunity.

The personal tastes, aspirations, and probable future careers of our Group A students determine these assignments. . . .

Efforts of the director of the course are thus concentrated on forty or fifty of the most able students. He devotes seven hours each week to individual conferences. Meanwhile students in the lower groups are receiving individual attention from their own instructors, designed to arouse interest and improve methods of study. We find a very fine spirit of enterprise and rivalry among the members of Group A, while the lower groups feel that their instructor knows their personal problems and is doing his best to make their course in chemistry interesting and useful.

At the end of the semester each student receives a grade determined by his group (A, 90; B, 80; C, 70) plus a bonus of a few extra points for "evidence of industry." This evidence may consist in laboratory work of extra quality or amount, in written reports on assigned topics, in outside reading, or in working an unusual number of problems and exercises. . . .

Incidentally we have overcome the evil of cramming for examination. No student knows when the next examination will come nor whether he will be compelled to take it. We have eliminated much of the bookkeeping that is usually thought necessary in arriving at semester grades, and we have given the student the experience of determining for himself how much work he will do and how rapidly he shall rise. This is the state of affairs the world at large will offer him after graduation day. With each, then, according to his measure of ability and the inspiration that we can lend him, it is full steam ahead.

HORACE G. DEMING,  
*Wiley Bulletin*, Feb., 1931

## REVIEWS

### SURVEY OF LAND-GRANT COLLEGES AND UNIVERSITIES

The United States Office of Education has published two portly volumes, each of more than 900 pages, embodying the results of a very comprehensive and thorough survey of the sixty-nine colleges and universities established in the several states under the Act of Congress of July 2, 1862.

The nineteen main divisions, under which the study is classified, include Control and Administrative Organization, Alumni and Former Students, Staff, Library, Teacher Training, Summer Session, Research, Graduate Work, etc.

Statutes of all the states have vested the general authority of the land-grant colleges in the Governing Boards, with considerable variation of practice in their legal status as to property and funds. In all cases, the Governing Boards appear to have jurisdiction over the election of the president, the employment and discharge of teachers, the prescribing of courses of instruction, the fixing of entrance requirements, the conferring of degrees and the making of rules for the conduct of students, functions which are naturally in practice delegated to faculties to a large extent.

Five institutions have Governing Boards, ranging from 31 to 50 members. One college has but three, and, in the case of twenty, the Board consists of 5 to 10 members. Of 644 members for 45 colleges, 34 are women; 238 are former students. Thirty-one institutions have alumni membership. In three states members are chosen by popular election. In nineteen, the Governor appoints the entire Board and in five, he appoints a part of it; in twelve other states, the consent of the Senate is also required. The term of office is more than four years in 35. In one institution, members of the Governing Board serve for life, and in two others this is true of a part of the membership. One institution reports that the longest time any member of its present Board has served is three years. In one case, there are 23 standing committees, while in seven institutions, the entire membership acts as a unit.

Chapter III deals with the Chief Executive Officer and his immediate associates, later chapters dealing with deans, directors, registrars, etc. The tenure of the president is one year in eleven institutions, indefinite in thirty-one and for life in one, but, where the term is limited, re-election is a "mere formality." The total number

of presidents in forty-four of the land-grant colleges since their establishment is 308, of whom 228 resigned, 34 died and 44 are still in service. One hundred and sixty-seven served less than five years, including twenty-five still in service. A great majority have held their positions less than ten years. The median age was 55. Forty-two of 48 for whom information was obtained have had actual teaching experience. Eighteen have not been the authors of any publications.

Part VII deals with the Staff, including nearly 21,000 men and more than 5000 women. The questionnaire was so extensive that much of it, as might well have been anticipated, has not been analyzed for the published report, but is said to be available for study at the Office of Education. The tax on the time of the 12,000 people who have cooperated in furnishing excess information is hard to estimate. The tables give salaries for 1928 and 1929 in fifty-one land-grant colleges, with classification by rank from deans to instructors and by salaries at intervals of \$250.00 from \$1500 to \$8999. Two hundred and thirty-six fall below this range, 28 above it, out of a total of 35,000. Similar tables follow by groups of states. The median salary for deans in the United States as a whole is \$5193, for professors \$4278, for associate professors \$3342, for assistant professors \$2738, for instructors \$2005 (taking those in each case on a nine-month basis). Tables are also given of prerequisites, additional earnings, and outside earnings.

Table 14 shows the highest degree received by men at various salaries; Table 17, the percentage of time devoted to undergraduates with reference to salary range. Similar tables follow for time devoted to graduates, to research, to administrative work and to extension work, to creative work other than research, and to public contacts. The delicacy of the distinctions involved for percentage purposes will be apparent.

Tables 24 and 25 give the salaries of staff members according to sex, marital status, and the number of children, with separate groups for divorced males and divorced females. In 281 cases out of 12,032, there were five or more children, and in 13 of these the yearly salary was less than \$2000. Outside earnings are also tabulated according to sex and marital status and according to the number of children, but the significance of the table seems slight in view of the fact that more than 10,000 of the 12,000 furnished no information.

Passing to other than financial details, an attempt is made to deal



with training, experience, affiliations, activities, and academic advancement of staff members. Table 28 shows degrees earned according to major geographic divisions. Of 12,032, most of whom answered this question, 18% report the doctorate, with a range from 12% in the South Central States to 23% in the North Atlantic. Of the same total, about 10% had had no professional training in Education, while nearly half made no reply. Table 40 gives the percentage of time staff members are employed by their institutions according to geographic divisions. Full time is reported in about 80%, half time or less by about 2%.

Table 41 aims to show the distribution of time between the seven headings, undergraduates, graduates, research, etc. Among more than 9000 replying no time at all is reported for undergraduates by 2554, for graduates by 6725, for research by 5922, for creative work by 7440, for administrative work by 5255, for extension work by 6401, and for public contacts by 6190. More than 90% of time is devoted to research in 321 cases, to creative work in 169, to public contacts in 21. A further analysis takes account of the highest degree received.

The tabulation of age shows that for the United States as a whole the great majority of staff members became instructors between the ages of 20 and 29, assistant professors between 25 and 34, associate professors from 30 to 39, with a wide distribution for the attainment of full professorships.

"Local limitations of finance, legislative or executive indifference or opposition, may make it impossible or at least very difficult to secure sabbatical leave for the staffs of some of the state-supported higher educational institutions. Every effort needs to be made by administrative officers to overcome these difficulties. Well-considered plans designed conservatively to build up the character of the teaching body may in many instances provide an economical means of educational development.

"In this connection it is interesting to note that 19 of the land-grant colleges and universities report that sabbatical leave is provided for in part in their institutions, 24 that it is not provided, while 1 indicates that although there is no regular provision for sabbatical leave, a member of a department may be granted 6 months' or a year's leave of absence with full or partial pay, provided the department is able to carry his load during his absence."

Five institutions have faculty unions, presumably not of the pro-



tective type; 14 faculty club rooms; 9 faculty lunch rooms; 7 faculty reading rooms; 3 provide golf courses; 10, faculty housing.

Part VIII deals with Library Facilities, Part IX with Agriculture, Part X with Engineering, Part XI with Home Economics.

Volume II opens with Part I on Arts and Sciences.

Of the 18 land-grant institutions which are state universities 16 have "single major divisions, in which are included practically all the liberal, social, and scientific subjects appropriate to the college of arts and sciences which has as its function the provision of a general education.

"Of the 18 separate land-grant colleges only 3—Purdue University, Iowa State College, and Kansas State Agricultural College—have so concentrated arts and science departments in a single division as to make it possible that the divisions exercise the general educational functions of the traditional arts and science college. However, none of these institutions grant the degree of bachelor of arts which is characteristic of the general cultural purposes of the college of arts and sciences. In every other case either separate divisions exist for the arts and for the science departments or departments essential to the conception of the unified college of arts and sciences are scattered in technical divisions.

"It is apparent that among the 39 land-grant institutions for which data are available, there are only 16 that are both organized and granting the degree appropriate to the general educational objective of the traditional isolated college of arts and sciences.

"In the separate land-grant colleges the conception of the unified, isolated college of arts and sciences has been completely broken down and everywhere is found the tendency to scatter the arts and science departments. This tendency is manifested in the frequent creation of separate coordinate divisions of arts and of sciences and less frequently by general distribution of the departments among a number of technical divisions. In some instances both these methods of disintegration seem to be in use.

"More than one-fifth—21.8 per cent—of all resident undergraduate students in the entire United States were enrolled in the 52 land-grant colleges in 1927-28. This does not include students in summer schools, secondary divisions, or extension or correspondence courses." Of nearly 160,000 undergraduates in 1928-29, 34 per cent were registered in arts and sciences, 20 per cent in engineering, 9 per cent in agriculture.

"It is interesting to note that 40 per cent of the four-year resident students are freshmen, 27 per cent are sophomores, 19 per cent are juniors, and 14 per cent are seniors. In spite of the fact that enrolments increase from year to year, these proportions have remained sufficiently constant to justify the estimate that, roughly, there are three times as many in the freshman class as in the senior class, that one-third of the freshmen drop out before the sophomore year, that one-half leave before the junior year, and that two-thirds are eliminated before the senior year.

"Prior to 1925 there were more degrees granted in home economics than in education, but since that time education has outstripped home economics so that in 1929 while 1482 degrees were granted in the latter, 2266 degrees were awarded in education. But arts and sciences awarded a total of 3802 degrees to women."

The conclusions and recommendations of this Part open with a statement that, "The united, independent college of arts and sciences with general education as its purpose has practically disappeared from the land-grant institutions.

"There is little probability of return to the four-year college of arts and sciences as the instrument for satisfying this need [of 'some form of general education appropriate to modern conditions'] in the case of students who have or develop intentions of ultimate specialization for purposes of vocational employment or scientific scholarship.

"The orientation course is an attempt to provide the general viewpoint required to give specialization perspective and to provide the standards demanded by the fact that the specialist lives and works in a social situation.

"The task undertaken by the orientation course cannot be accomplished in the time usually given. Its chief contribution lies in the new selection and arrangement of the materials of knowledge which its purposes make necessary.

"The Junior College as a period of general training cannot accomplish its purposes if it retains the introductory subject matter and methods of presentation now ordinarily used since the selection and methods are designed to prepare directly for specialization in the areas with which the individual courses deal."

Part II deals with Commerce and Business, Part III with Teacher Training as a function of the land-grant institutions, including a special Chapter XII on Improvement of Instruction.

"The existing concept in some institutions of the preparation of teachers as an incidental function of the academic work in arts and sciences or of the technical work in agriculture, home economics, or similar subjects must be replaced by the concept of teacher preparation as a professional activity worth while in itself, and comparable in importance to the work of the other professional schools of the institution. The doubling of the enrolments of the state teachers colleges during the past ten years, despite the handicaps faced by such institutions, should be significant to administrative officials of land-grant institutions who aspire to leadership in training public-school teachers.

"Teachers of courses in education do not yet compare favorably with teachers in other major fields in respect to their professional training in the field of their specialty. The median of one year's training of staff members in professional education is less than one-half year more than that of the average graduate of teacher-training curricula in land-grant institutions. Teachers of education should have more than one semester's work in professional education above that of the prospective teachers whom they instruct. Progress in this respect may rapidly be attained by insisting upon more training in professional education on the part of entrants into positions on the education staff.

"Courses in professional education are susceptible of great improvement. Such improvement should follow increasing research and experimentation. No one is sure how much professional work should be required, nor has any exact measure of its value been devised. Stabilization of content in such courses has not yet been attained. Variations in course requirements are too large. Course nomenclature is confusing. Sequences in courses taken are not sufficiently uniform. Undesirable duplications in content of courses exist. Present wide divergences in requirements and practices in respect to educational courses should be continued only for the purpose of controlled experimentation."

Part IV deals with Military Education, Part V with Veterinary Medicine, Part VI with the Summer Session, Part VII with the Extension Service, Parts VIII and IX with Research and Graduate Work, the former connecting itself mainly with the work of the Agricultural Experiment Stations.

Certain anomalies in connection with the occasional natural but erroneous use of the membership list of the Association of Univer-

sities as identical with a list of strong graduate schools are justly emphasized. It is noted that in 1928, 19 of the land-grant institutions were not accredited as to their undergraduate work by the Association of American Universities and that all but two of these conferred the degree master of science in one or more fields and several conferred the Ph.D. It is urgently recommended that all land-grant institutions qualify for undergraduate accrediting by this association and that any technical reason barring the institution from the accredited list be removed as promptly as practicable.

Part X deals with Negro Land-grant Colleges.

#### RECEIVED FOR REVIEW

"American Society," by Charles F. Thwing, The Macmillan Company, 1931.

"Drifting Sands of Party Politics," by Oscar W. Underwood, The Century Company, 1931.

"Public School Organization and Administration," by Fred Engelhardt, Ginn and Company, 1931.

"Students' Attitudes," by Daniel Katz and Floyd Henry Allport, Craftsman Press, 1931.

"Students' Marks in College Courses," by John E. Bohan, The University of Minnesota Press, 1931.

"The Changing Educational World," edited by Alvin C. Eurich, Lund Press, 1931.

"The Liberal College in Changing Society," by J. B. Johnston, The Century Company, 1930.

## LOCAL AND CHAPTER NOTES

### UNIVERSITY OF MICHIGAN, CHANGES IN ADMINISTRATIVE ORGANIZATION

. . . Of organization methods, the writer has recently made the following observations. Attempts which have been made to improve the method of administration now in vogue in our universities have not been conspicuously successful. Certain improvements have been made by introducing such functional units as a business office, but whatever advantages there may be in faculty representation on the board of trustees, the committee form of organization for departments, and the creation of a sub-presidency under such titles as dean of administration, dean of the faculties, and provost, such expedients do not correct the defects which are fundamental to the plan. These defects are that the scheme quite thoroughly ignores the multifariousness of the activities of the modern institution and the humanness of the faculty. . . .

Appreciating that a business or corporation is not simply an enlarged small concern, but is an organization with peculiar problems and one which, to be efficient, must distribute responsibility without too much decentralization and must accord a substantial measure of freedom to its officers, they (*i. e.*, the great industrial corporations) have built up a general system of regulation and guidance which definitely relates duties, authority, and accountability, develops initiative, and frankly recognizes that no executive can be expected to master all details. In short, experience teaches that in any organization large size should be accompanied by administrative specialization, delegation of authority, and the encouragement of individual initiative. Cooley has said, "Individuality, provided it be in harness, is the life of institutions, all vigor and adaptability depending upon it."

In the magnitude of its operations and in its diversity, the modern university closely resembles a corporation. . . .

In large concerns specialization of function, some committee administration, controlled departmental organization, and clear distinction between line and staff duties should be developed in the interests of economy of effort and productive efficiency. Since we may expect that the universities will run more smoothly upon the corporation plan than upon the one now in use, it is on the basis of this conclusion that the University of Michigan has undertaken to

effect changes in its methods of government. The general features of the new plan are: to add officers who will assist the president without, in effect, separating him from the faculty; to distribute various functions to several vice-presidents, deans, directors, and committees together with authority and responsibility, these officers to serve as advisers to the chief executive; to keep the president in direct contact with the staff through the deans and allow him time to study University problems; and to give the faculties more authority in the affairs of the individual units. The specific feature of the new method of organization affects all of the staff.

First, that the Board of Regents will, as guardian of a public trust, function as custodian of the property and income of the University and, as the governing body, give final approval to educational policies and staff appointments.

The president, in his turn, will serve as the chairman of the faculties, as the representative of the staff before the Board of Regents, as the interpreter to the faculty of the actions of the Board of Regents, and as the coordinator of the interests, problems, and policies of the several units. As an overseer of the University he will be expected to suggest broad lines of policy to the Regents and faculty; as a moderator and budget director, responsible to both bodies, he will not only digest and harmonize the claims and interests of departments and schools, but he will adjust these according to financial conditions as understood by the Board of Regents; and as chief personnel officer he will concern himself with the problem of developing the staff.

The deans of the schools and colleges will act as chairmen of their faculties and administrative heads of their units with large responsibilities for the welfare of the departments in their charge. As a group, they will also serve as an advisory committee to the president on academic matters of general importance.

Other administrative duties, with authority and responsibility, will be distributed to such officers as the registrar, several vice-presidents, directors, the deans of students, and necessary permanent committees. These officers will in effect constitute the president's cabinet.

The faculties will be required to determine and execute the educational policies for their units, subject to the interests of other departments; they will be given a voice in the appointment and promotion of members of their departments; they will recommend appoint-



ments to deanships, and, as a complement, will be given the right to a vote of confidence in the government. This faculty copartnership in administration will be protected by constitutional forms. It will not be a general democratic participation in University affairs which requires a vote, often unintelligent or disinterested, on all matters of method and policy, but rather the assumption of a large share of obligation, first, in fields of interest, and second, in broader fields when mutual agreements can be reached through expression of opinions to heads of departments, deans, and president. . . .

One conclusion is obvious. While it is seldom safe to predict the outcome of an experiment, because of the uncertainty of reactions and the limitations of the experimenter, this one will give positive results if the faculties really want a large measure of self-government and are willing to accept the responsibility and labor which should accompany the authority.

ALEXANDER G. RUTHVEN,

*Journal of Higher Education*, vol. ii, no. 1

#### COLLEGE OF THE CITY OF NEW YORK

##### *An Effective Letter to Non-Members:*

"Every professional man needs a central organization to aid him in his professional work. To remove abuses, to maintain and improve standards, to cooperate with other professions whose interests are similar or overlapping, cooperation through an association is necessary.

"For such purposes the physician has the Medical Association, the lawyer the Bar Association, and the college teacher the Association of University Professors. Every medical man of standing joins and supports actively his Medical Society. The lawyer who does not belong to the Bar Association is looked upon as of doubtful standing. These associations have become strong and influential with the public because they are so generally supported by their professions.

"The Association of University Professors is your professional society, founded to serve your interests and to strengthen your work. It can perform the function well if and only if adequately supported. It needs your help. Will you join?

"It has already established itself with a high record of achievement. By its fair but vigorous reports in connection with abrupt and unwarranted dismissals of professors by college officers it has secured a

higher standard of academic tenure and freedom than would otherwise be. Educational procedure and methods have been improved through the constructive reports on such topics as sectioning on the basis of ability, selection, retention, and promotion of undergraduates; athletics; honor courses; encouragement of research; faculties in university government; teachers' salaries; pensions; required courses in education for college teachers; etc., etc.

"With a membership of 10,000, its influence can be greatly increased. Through the local chapter, moreover, the members are kept in touch with local problems and have an opportunity, not found elsewhere, for a frank discussion of educational matters that are of special interest and value for the younger men fully as much as for the older ones.

"If you are interested, may we ask you to sign the membership blank and send it at once to the Secretary of the City College Chapter, Professor Panaroni. He will forward it, properly endorsed, to the National Secretary. The committee is also enclosing an official statement issued by the American Association of University Professors. This will supplement such information as is contained in this letter.

Very truly yours,

PAUL KLAPPER, *Chairman*

EDWIN C. ROEDDER

NELSON P. MEAD"

January 5, 1931

*Social Problems Club*

The fate of academic freedom may not ultimately depend upon exactly defining it, though efforts continue to be made in that direction. But like other terms which enjoy more or less of the democratizing light of publicity, it incurs some risk of vagueness in its application. Evidently it may be invoked by others than occupants of professorial chairs: the students themselves may take it up. At the College of the City of New York, an infraction of a college rule by some members of a small student organization called the Social Problems Club, apparently with a missionary spirit, led to disciplinary action of a routine sort by the College administration, and one of the defenses erected by partisans of the inculpated youths was the principle of academic freedom. For if the academic teacher may claim it as an *aegis*, why may not the latest aspirants for academic sway?

The local chapter of the American Association of University Professors, however, expressed itself, on March 12, 1931, as follows:

In view of the fact that the suspension of certain members of the Social Problems Club of the City College (New York) in connection with the publication of an unauthorized paper has received wide publicity, the City College Chapter of the American Association of University Professors, after listening to the transcript of the record of the examination of the members of the Social Problems Club in the office of the President of the College on February 19, 1931, wishes to express its conviction that the fundamental principles of either academic freedom or freedom of speech have been in no way interfered with by the disciplinary action taken by the College authorities.

#### UNIVERSITY OF MINNESOTA, TENURE AND LIVING CONDITIONS

The following resolution recently adopted by the Senate is reported:

WHEREAS, The Board of Regents of the University of Minnesota at its meeting of December 18, 1930, on the recommendation of the President of the University, passed a resolution adopting a policy, to be regarded as binding from year to year, extending the period of continuing service of the members of the university staff beyond the period defined by presently established retirement age limits, and fixing annual rates of compensation for such period; and

WHEREAS, By other actions in recent years, such as the provision of the group insurance plan and the adoption of the faculty housing plan and a students' dormitory program, the Board of Regents and the President of the University have enhanced the security of the faculty and improved the living conditions of both faculty and students;

*Resolved*, That the Senate of the University of Minnesota hereby express its appreciation of these actions of the Board of Regents and of the contribution of the President of the University to the adoption of said plans, and hereby give formal expression of its thanks therefor to said Board and President.

#### UNIVERSITY OF PENNSYLVANIA, STUDENT HEALTH, PHYSICAL EDUCATION, AND INTERCOLLEGIATE ATHLETICS

In accordance with the principle of centralized University Administrative control and supervision of all activities in the fields of Student Health, Physical Education, and Intercollegiate Athletics,

there is established a new department of the University to be known as the Department of Physical Education, a title considered most appropriate in view of the educational approach to the study of the problem.

The new Department will be headed by an officer with the title and rank of Dean who will be under appointment by the President of the University with the concurrence of the Trustees, and will be directly responsible to the President.

There will be three divisions of the Department, each headed by a Director—the Division of Student Health, the Division of Physical Instruction, and the Division of Intercollegiate Athletics.

Coaches will be members of the Faculty of the Department and will have suitable academic rank. All coaches will be employed on a full-time basis, and will receive compensation in accordance with their rank and with the salary scale provided for all members of the University Faculty. In no case will the compensation of coaches be in excess of such provisions.

The academic eligibility of students to participate in inter-collegiate athletics will be determined by a Committee of five members of the University Faculty to be appointed annually by the President, and the decisions of this Committee will be final.

The publicity organization will be combined with the University Bureau of Publicity in order to establish an administrative status for this activity.

Provisions for financial and other aid for needy students engaging in inter-collegiate athletics will be placed upon the same basis as provisions for aid to all other needy students. The responsibility in this matter will be assigned to the University Committee on Welfare composed of the Vice-Presidents of the University, with the Vice-President in charge of Undergraduate Schools as Chairman, the Director of Welfare, and the Director of Scholarships and Student Finance.

The budget of the Department of Physical Education, covering the various activities comprising it, will be prepared by the Dean and submitted to the Administration and the Trustees for approval, in the same manner as any other departmental budget.

The divisions of the Department will function as follows:

*The Division of Student Health* will have direct supervision and control of all activities which concern the health of the students of the University, absorbing the present Student Health Service and its future development, and the systems of medical physical examina-

tions of all students, including those enrolled in the courses of Physical Education and engaged in competitive sports, and will also be responsible for the cooperation of the medical branches of the University in the establishment and growth of a public health organization for the students. Administratively this division will be responsible to the Dean of the Department of Physical Education. The officer in charge will be known as Director of the Division of Student Health.

To coordinate the work of this division with the medical departments and hospitals and to guide its development there will also be created an Advisory Board on Student Health.

*The Division of Physical Instruction* will assume the duties and responsibilities hitherto carried by the former Department of Physical Education including prescribed physical exercises of all sorts and the system of intra-mural sports, together with the logical and proper development of such activities, but with the transfer of the system of medical physical examinations to the Division of Student Health. The officer in charge will be known as Director of the Division of Physical Instruction.

*The Division of Intercollegiate Athletics* will assume the direct control and management in all matters concerned with inter-collegiate competition, including business and fiscal duties, the scheduling of games, the purchase of supplies, the employment of personnel, the training and selection of student managers, the maintenance and development of the athletic plant, and the coordination of all these items into the University's general administrative structure. The officer in charge will be known as Director of the Division of Inter-collegiate Athletics. He will also serve as Administrative Assistant to the Dean of the Department.

To retain for this field of work the desired counsel and guidance of the groups which have hitherto rendered invaluable assistance there will be established an Advisory Board on Athletics which will be composed of representatives of the Alumni, the Faculty, and the Student body.

The functions of this Board will be of a wholly advisory character. The Board will, however, be asked to form committees for advisory services in connection with the various inter-collegiate sports including football, crew, baseball, track, basketball, and soccer, which have the rank of major sports. The Dean of the Department of Physical Education and the Director of the Division will serve as members, ex-officio, of the Board.



*Intercollegiate Relationships*

In the preparation of athletic schedules, contests at home and abroad will be considered in the light of the interests of the students and the alumni, and with due regard to the University policy with respect to intercollegiate relationships and natural rivalry.

Steps will be taken to work out, with natural rivals, the development of complete year-round sports programs, covering competition in all sports and the whole range of teams in each sport, thus providing intercollegiate competition for a much greater number of students engaged in athletics.

There will be a definitely stated policy with respect to the participation of students in more than one sport, the wishes and the welfare of the student being the principal guiding factor instead of the desire of the coaches, as is too often the case.

• *Aid for Needy Students*

While the efforts of alumni and friends of the University directed towards the proper presentation of the advantages at Pennsylvania to prospective students should be regarded as highly commendable, the practice of applying undue persuasion in order to influence school boys of particular athletic ability to enrol at the University will be discouraged, on account of the harmful implications usually associated therewith.

The activities of all alumni and other University agencies and of all individuals towards the assistance of needy students will be officially recognized, merged, and brought under the supervision of the proper University authorities. The resources thus centralized will be applied only to the aid of students in the three upper classes, except where the terms of gifts may otherwise provide. There will be no discrimination among students applying for scholarships, financial help, or employment, except as regards character, degree of need, standards of conduct, and scholastic standing.

*Football*

... Spring and pre-season fall practice will be eliminated, the alleged benefits thereof being largely realized through between-season physical educational courses, given by members of the Physical Education staff to those not engaged in other sports, for tapering-off



and conditioning purposes, in connection with which certain fundamental exercises particularly applicable to football will be taught.

No game will be played before the University is officially in session. . . .

The football season will be definitely limited by administrative order to a reasonable number of games. . . .

Protracted "rest" trips to resorts, involving considerable cost and of doubtful benefit, will be discontinued; if it is necessary to provide quiet for a squad or team for the night before an important game, some provision for this sort of thing can be made, say on the University tract at Valley Forge, to and from which bus transportation can be provided.

#### *Athletics For All*

Every student should be required to engage in some definite sport, where an inclination or actual ability is demonstrated, thus reducing the number engaged in physical education class work and increasing intramural activities. . . .

The presence of all athletic coaches on the Faculty of the Department of Physical Education, and their consequent regular contact with all of the student body, will go a long way toward popularizing physical education and the sports conducted under the intramural program. The foregoing is, of course, predicated upon the assumption that all coaches will be of faculty calibre and measure up to the standards set by the University for its instructional staff.

Class and inter-fraternity sports contests particularly will be more popular if, in the preparation and staging of the league schedules and contests, they are at least partially supervised by Varsity athletic coaches. . . .

"Instead of curbing student initiative, centralized departmental control and management of athletics is certain to 'bring athletics back to the students,' and revive the student spontaneity, initiative, and general participation which marked undergraduate sports in the early days." . . .

The complete abolition of gate receipts, which has been suggested, would not by any means furnish a cure for abuses, either real or imagined.

Steps will be taken in due course to minimize the importance of gate receipts at games by some method of financing costs, which at present are a burden to the University. The Survey Committee

has made various suggestions on this point and has furnished information as to how this has been done elsewhere.

### *Coaches and Coaching*

Coaching is a legitimate, educational service since competitive athletics are, in the broader sense, but a development of physical education.

A coach who is accountable exclusively to the college authorities, and not to any alumni or outside group, will have his responsibility undivided, can give his best work to the institution that employs him, and will try to keep the standards of athletic sports high and above-board.

A coach has the opportunity to go straight into the hearts of the students, and to instil loyalty, self-sacrifice, courage, and a clean spirit in the young men in his charge. . . .

The best remedy for unsatisfactory conditions—the way to meet “over-emphasis”—seems unmistakably the provision of a proper organization, manned by officers understanding and responsive to the needs of the students and to the educational requirements of the University.

The steps which have been taken should produce a new era at the University of Pennsylvania so far as concerns the physical life of the student. In adopting this policy our purpose is to revive the old loyalty and interest of the student body, the Alumni, and the Citizens of the City of Philadelphia in their University, its welfare and its activities; to encourage and make provision for more extensive student participation in and enjoyment of athletics; to develop to the fullest extent wholesome, natural intercollegiate rivalries and relationships; and above all to make the very best possible provision for the spiritual and physical well being of every student committed to our charge. . . .

THOMAS S. GATES, *President*

### WASHBURN COLLEGE

Many members of the Association will learn with regret of the death at the age of sixty-two of Dr. J. E. Kirkpatrick, formerly of Washburn College and more recently of the University of Michigan and of Olivet College.

It is reported in *School and Society* that Dr. Kirkpatrick leaves

a bequest of \$10,000 for the establishment of a faculty trust fund at Washburn to be administered by faculty members of more than three years' service. In the event that the faculty trust fund is not established, the amount will go to the endowment fund of the college, but the proceeds are to be administered by the faculty. The will also authorizes Mrs. Kirkpatrick, who has a life interest, to give an additional \$10,000 to the faculty trust fund if established.

#### RESTRICTION OF POLITICAL ACTIVITY

Chapter Letter 3, issued February 12, included the following paragraph:

*Restriction of Political Activity of Professors.* The regents of a certain state university have the following by-law: "That if any professor or teacher of the University shall become a candidate for any public office, or for a nomination thereto, or be a delegate to any political convention, or openly seek a nomination thereto, he should be taken and considered as having resigned his position as such professor or teacher as the case may be." In connection with the question of possible repeal, inquiry is made as to the existence of similar restrictive provisions in other states or institutions; also, as to the number of members of faculties of state universities who may be holding political or public office.

Replies so far received indicate no restriction of political activity of members of faculties in nearly all cases.

## CORRESPONDENCE

### EXAMINATIONS AND THE HONOR SYSTEM

In the December, 1930, *Bulletin* of the American Association of University Professors are given excerpts from the report of a committee on the honor system at Oberlin College. Oberlin has established for herself a reputation for honor and character development. I, as an alumnus of that college, owe to her a life-long gratitude for the influence she has had upon me and I congratulate the hundreds of others who received her moral and religious instruction and guidance.

On the other hand, the excerpts in the *Bulletin* referred to above and also the statement by President Wilkins in *School and Society* for December 6, 1930, are disappointing, even depressing. I wish to present a very different viewpoint—a challenge to public school teachers, and college and university instructors; an appeal to them all to deal more justly with our little pupils and our more matured students. Oberlin herself is in part the inspirer of my proposition.

In the report referred to appears this statement: "...we believe that a very important phase of the work is the prevention of conditions of any sort which are conducive to cheating... crowded seating in examination rooms."

#### *Prevention of Conditions Conducive to Cheating!*

Let us note some of these preventive measures with no reference, however, to any conditions or practices at Oberlin.

1. The seating in examination rooms is so adjusted that there is an empty seat between two students examined. This vacant seat is intended as a suggestive, or even a prohibitive measure against communication, auditory or visual.

2. The examination sheets are made in alternates so that adjacent students, though separated by an empty seat, have different questions in the examination. This plan in conjunction with number one virtually doubles the distance between the two who might communicate and thus lessens by some mathematical relationship the chance of cheating.

3. Examination papers are so arranged as to be folded over to conceal the answer to each question as soon as it is recorded

—an essential step in advancing to the next question. The necessity of glancing quickly lessens the possibility of cheating.

4. All books, papers, and other "tools of the intellect" are left outside the examination room. Pockets may be emptied by declaration if not actually exposed. Pencils may be provided by the examiner as a "prevention of conditions conducive to cheating," in this case "notes" wrapped around the student's instrument of intellect.

5. The instructor or "Y" proctor is much in evidence, intended as a "Thou, God, seest me" preventive of that condition of aloneness conducive to a feeling of freedom to do—judged wrong only if detected.

#### *Prevention of Conditions Conducive to Cheating*

At this juncture I sharply disagree with many, even most, of my colleagues far and wide. Who is responsible for this offence of cheating? Have any measures, such as cited above, been a preventive of conditions conducive to cheating, or have they intensified the challenge to cheat? To provide the alternate empty seat is virtually to say to the student body: Teachers recognize your proclivities to cheat, under these educational (?) conditions, and so try to make it so difficult as to thwart any effort to do wrong. Temptation is not removed. Student ingenuity in cheating is now pitted against teacher devices to prevent it. Which has won? Which continues to win sufficiently to command recognition?

The crux of the whole matter lies in the purpose and the form of the traditional examination. The "honor system" becomes an issue primarily in connection with examinations. "Conditions conducive to cheating" are not common in round table discussion, in library study, in laboratory and shop, in field trip investigation. The purpose and nature of these activities give no occasion for cheating. They are all open, honest, appealing work. The traditional, formal examination is generally regarded as the means used by teacher to measure the work done by student. The examination is kept a secret, as to its contents, even as to the time given. The teacher has the advantage. He often strikes, in his questions, where the students are thought to be vulnerable. From the students' standpoint, they must be on guard. Some conscientious students put themselves on guard by extensive preparation in the subject; some conscientious students see the examination ordeal as a combat of wits—teacher's questions *vs.* student's answers.



Much is at stake for the students: course credit, qualification for the team, graduation. Win—the students must. The means, foul to some, seem fair to others, for circumstances alter cases. Students are not wholly ignorant of what goes on behind the closed door of their teachers. Papers written in the examination room are not seen again; grades are posted; the students are keenly disappointed; they ask for a review of papers and citation of errors (?) causing the low grades. The requests are denied. Teachers are no longer teachers but mere testers. Students know that many instructors, *i. e.*, professors, have “readers” who read the examination papers—and grade them.

Let the reader of this article not misunderstand me. I am not excusing the student who cheats. But in the interests of students I am challenging those who are interested in the “honor system” to think straight as to conditions conducive to cheating.

The traditional examination, current now from lowest grades on through public schools and universities, is the most conspicuous of “conditions conducive to cheating.” The odd-and-even questions, the alternate seat, the spy-proctor or instructor’s eagle eye, are not preventive of conditions conducive to cheating, they are merely intended cures which prove to be ineffective.

*The traditional examination as a secretly devised test superficially measuring students’ abilities under abnormal conditions should give way to a frankly open measurement of students’ abilities as they function under normal conditions.*

Most colleges and universities, even high schools and the grades, devote a full week or more at the close of each term, in addition to “mid-terms” and weekly tests, in examining rather than teaching. This testing program is usually regarded as essential to the marking system, only after assuming that the marking system is an essential to instruction. That is, the marking system is used as an effective goad to drive students to work and to excuse many instructors from so teaching as to induce profitable response by the students. This goad is effective in conducing to cheating in examinations as well as, if not more than, in leading to study. We need more vitalizing motives to study, found, probably, in courses of instruction better adjusted to real life conditions. We need teaching far less formal than is current, far more characterized by close cooperation with students in getting profitable work done.

The marking system seems to demand the examination system,

even with its cheating evil. Give up the marking system, some teachers say, and the examination system can be abandoned. But some marking system is probably indispensable as a short hand method of records. The normal distribution curve is said to be objective and scientific. Let us accept it as such, at least until we find something better. Then might we dispense with the examination system? Most teachers and educational officials would decline to do so. The system supplies the grades that make up the curve. Reliable? Such is the current assumption. So far as our academic purposes are concerned, including the "conditions conducive to cheating," this examination system is effective. But take into careful consideration (1) the motives, good and bad, guiding the efforts of students; (2) the emotional and psychological conditions of students who are subjected to these secretly devised tests with issues of tremendous importance to these students; (3) the necessarily narrow, superficial, and arbitrary test questions; and other such situations, then one must question the reliability of the teacher's marks as measures of abilities of any real importance. A remark, "Intelligence is that which intelligence tests test," is suggestive here. These examinations examine—what? Ability to cheat as well as *some* other abilities. And really of what value is the testing?

In view of the cheating which is to be most emphatically condemned, as a principle and as a practice, may we not dispense with the examination system as *the* condition conducive to cheating. For some time we may rely upon other means of securing grades for students, which, for our academic, non-real life purposes, would probably be no more laden with errors than our present system. We have yet to develop less formal and superficial methods of measurement; but more normal and efficient ones, in which teacher and student cooperate with no "conditions conducive to cheating." This is not the occasion to outline a substitute for the traditional examination system. It is opportune to remark that teachers and school officials here stress the relatively insignificant matters and slight those of more importance.

We teachers, not the students, are responsible for a system conducive to cheating. And we, not they, are responsible for instituting a better system.

J. L. MERIAM,  
University of California at Los Angeles

EXTRACTS FROM RECENT CORRESPONDENCE WITH COLLEGE  
PRESIDENTS*To the President of a College:*

"I should be very sorry indeed if this Association permitted itself to become the exponent of mere stability of tenure irrespective of impairment of efficiency, and I quite agree that we ought to give administrators our moral support in dealing with cases of needful elimination, as in fact we have repeatedly done, sometimes by reports favorable to the administration, more often by correspondence in cases that have never reached the stage of investigation or report. If we acquired the reputation of habitual bias in favor of professors alleging unjust dismissal, we might, no doubt, do considerable harm. If, on the other hand, our methods and points of view are reasonably impartial, it seems to me we strengthen the hands of the just administrator who has an embarrassing problem to deal with and is now in a position to invite or suggest reference to a disinterested national group, as was not formerly possible. You will not perhaps be surprised to hear that the Association receives considerable criticism from some of its members on the ground that its methods are too feeble and should be made more militant.

"I am familiar with the argument that the economic condition of the profession would benefit by diminishing the emphasis on permanence of tenure, but not convinced that the logic is sound, though the point of view is certainly interesting. To my mind, the typical professor is a man who will do his best work if he is not under constant economic tension either to seek outside jobs or to be on the lookout for a better post. I don't mean that these factors should be eliminated by an excess either of salary or of security. Another important consideration in regard to tenure is that, if dismissal is made easy rather than difficult, institutions may be less careful than they should in the selection of men. I would, therefore, favor temporary trial appointments, especially in lower grades, with a strong presumption of permanence until efficiency shows impairment. At that point, the welfare of the institution ought to be safeguarded by a pension system or a method of lightening responsibility, with dismissal in the more serious cases.

H. W. TYLER,  
*General Secretary"*

*From the President of a College:*

"Frankly, as I see it, the greatest problem in this institution is not one of academic freedom, because I was on a faculty as an officer of instruction for so long that I have that point of view. The problem upon which I see very little progress being made, and upon which I would like light and leading, is what to do about professors who are competent or at least not "incompetent," but who do not stay abreast of the literature of their fields, who do no productive work, who slow down until they are behind the times, and yet continue to teach. Sometimes the situation is the result of lack of adequate salaries or of library or other facilities. Sometimes, however, it seems to be due to lack of interest, whether in scholarship or in teaching. Of course, when a man has reached the age when he cannot get another post I see nothing for it but to carry him on the staff until retirement, but in the case of relatively young men who never read the periodicals in their fields, never attend the meetings of the learned societies, and who go on year after year without producing anything or giving evidence of familiarity with the new literature in the field, I am deeply puzzled. It seems impossible to stimulate them, and it seems unfair to generations of students to subject them to that kind of teaching. It is manifestly detrimental, too, to the morale of the faculty to have one or two such academic drones."

*To a Member of the Association:*

"I should welcome any actual information in your possession as to cases of dismissal in which reinstatement of individuals would have been practicable and desirable whatever the action or attitude of this Association. I think I could perhaps recall a few, but they would be a small minority of the cases dealt with.

"I hope you will be interested in the statistical information contained in the report of Committee A presented at the recent annual meeting and published in the February *Bulletin*. At the annual meeting of the Association of Colleges, which I recently attended at Indianapolis, a college president, who has been in the past one of our most active and useful members, expressed the conviction in conversation that the number of professors who ought to be dismissed, but were not, was much larger than the number dismissed improperly. In determining the policy of the Association, the

Council must reckon with this kind of opinion as well as with that expressed in your letter. For this reason, I am inclined to invite statements of fact.

H. W. TYLER"

*From the President of a State Teachers College to the President of a neighboring chapter:*

"This institution has been notified by the American Association of University Professors that Professors in this institution are eligible for membership in that organization.

"Inclosed find the application of a group of Professors in this institution for membership in the Association.

"As President of this College I, unhesitatingly, recommend them as qualified in every respect for Membership in the Association."

*From a State College President to a Member of the Council:*

"At a recent meeting of the faculty, the suggestion was made that the members investigate the advisability of establishing a chapter of the A. A. U. P., and I was directed to communicate with the Association and request your assistance in bringing this matter before the members of our faculty. I should be glad to arrange for some date in the near future and have you visit the college and meet informally with our faculty and explain to them the nature of the work of the Association and such activities as it may offer."



## MEMBERSHIP

### ACTIVE MEMBERS ELECTED

The Committee on Admission announces the election of one hundred and forty-nine active and thirty-eight junior members, as follows:

**University of Alabama**, Emmett B. Carmichael, Jack P. Montgomery; **Albright College**, Milton W. Hamilton; **University of Arkansas**, David Causey, Chas. C. Fichtner, Delbert Swartz, Rolland H. Waters; **California Institute of Technology**, Robert Emerson, William V. Houston, Clark B. Millikan; **College of the City of New York**, F. L. D. Goodrich, Alexander Marcus; **Claremont College**, Clifford N. Hand, Morrill L. Ilsley; **Colgate University**, R. Chester Roberts; **Colorado State Teachers College (Western)**, Clarence T. Hurst; **Earlham College**, E. A. Widman; **Florida State College for Women**, Christian P. Heinlein, Alban Stewart; **University of Florida**, Cora Miltimore; **George Washington University**, L. A. Brown; **Goucher College**, Cesarine Breuilland; **Hanover College**, A. Viola Mitchell, C. V. Money; **Harvard University**, Clarence C. Brinton; **University of Illinois**, William J. Putnam; **Iowa State College**, Quincy C. Ayres, Robert A. Caughey, Fred A. Dudley, Nelson P. Horn; **Iowa State Teachers College**, Katherine Berkstresser, William A. Brindley, F. W. Lamberton, Philla Slattery, Anna M. Sorenson; **Lehigh University**, Wilber E. Harvey; **Lenoir-Rhyne College**, Robert L. Fritz; **Loretto Heights College**, Sister M. Celestine; **Louisiana State College**, Paul M. Horton, R. L. Menville, Charles W. Pipkin; **University of Louisville**, George M. Lawson; **Marietta College**, Gerald L. Hamilton; **University of Maryland**, Henry Brechbill, Raymond C. Reed, Allie W. Richeson, Ralph Russell; **Massachusetts Agricultural College**, Brooks D. Drain; **Michigan State Normal College**, Elisabeth Carey; **Mills College**, Dorris E. Perkins; **Mississippi College**, M. Latimer, W. H. Sumrall; **Missouri State Teachers College (S.E.)**, George V. Emery; **Missouri State Teachers College (S.W.)**, Mary E. Davis; **Montana State College**, John W. Hurst; **University of Nebraska**, Prosser H. Frye; **New York State College for Teachers**, A. W. Risley; **New York University**, Herbert M. Schiffer; **University of North Carolina**, N. B. Adams, Hugo Giduz, A. P. Hudson, Loren MacKinney, William D. MacMillan, III, Louis B. Wright; **University of North Dakota**, C. A. Gottschalck; **Oklahoma Agricultural and Mechanical College**, Warren L. Blizzard, Edward C. Burris, Mable Caldwell, Raymond G. Campbell, Grace M. De Motte, Sherman W. Eager, Ruth M. Gerber, O. E. Hooley, Nat P. Lawrence, Jr., Bohumil Makovsky, Don M. Orr, F. M. Salter, Watt Stewart, Alice B. Traver, Clement E. Trout, Benjamin F. Williams; **Oklahoma College for Women**, Lillian E. Fisher; **Oklahoma State Teachers College**, John N. Cameron, Anna B. Fisher, L. A. Ward; **University of Oklahoma**, John W. Dunn; **Oregon State College**, T. M. Bains, Jr., J. Lloyd Le Master, Ida M. Matsen, Carl W. Salser, H. E. Selby, Mercy Jane Whaley; **Park College**, Wm. A. Cook; **Pennsylvania College for Women**, Eleanor J. Flynn, Effie L. Walker, Helene Welker; **Pennsylvania State College**, H. E. Dickson; **University of Pittsburgh**, Homer T. Newlon; **Rutgers University**, Evalyn A. Clark, Johannes Hauptmann, Emily Hickman, Hazel E. Schoonmaker, Shirley Smith, Alice W. de Visme, Miriam E. West; **St. John's College**, George C. Vedoua; **Sam Houston State Teachers**

College, Minnie S. Behrens, Mary V. Hulbert; **University of South Dakota**, Marjorie E. Dudley, Charlotte M. Noteboom, Mary M. Shaw; **University of Southern California**, Owen C. Coy; **Southwestern College**, Webster P. Reese; **Sweet Briar College**, Josephine de Boer, Miriam H. Weaver; **Syracuse University**, F. Allen Hodges, Candace Stone; **Temple University**, H. T. Bawden, Minerva M. Bennett, Harriet L. P. Friend, Frederic James; **Texas Christian University**, Charles R. Sherer; **Texas Technological College**, B. F. Condray, Jr., William M. Craig; **University of City of Toledo**, George F. Evans; **Trinity University**, James A. Padgett; **Tulane University**, Douglas S. Anderson, C. B. Dicks, Jr., Florence A. Smith; **University of Vermont**, Alfred G. Buehler, P. H. Ewert, Benjamin B. Wainwright; **Virginia State Teachers College (Farmville)**, T. A. McCorkle, James E. Walmsley; **Virginia Polytechnic Institution**, A. W. Drinkard, Jr.; **University of Virginia**, George J. Starnes; **Washburn College**, Helene Ross; **Washington State College**, Royal A. Gettmann; **Washington State Normal School**, George W. Wallace; **Wellesley College**, Marguerite Brechaille; **Wells College**, J. Murray Barbour, Katharine MacKay; **Western Reserve University**, James Q. Dealey, Jr., Harap, Herman P. Lankelma; **Whittier College**, Alma M. Anderson; **Wisconsin State Teachers College**, Lilian Hunsicker; **Xavier University**, Thomas Reilly; **Yale University**, Howard Berolzheimer.

## TRANSFER FROM JUNIOR TO ACTIVE MEMBERSHIP

Fred W. Appel, St. John's College.

## JUNIOR MEMBERS ELECTED

**Brown University**, Sinclair W. Armstrong; **University of California (Berkeley)**, Mildred S. Corson; **Colorado State Teachers College (Western)**, William Newsum; **Columbia University**, Olive L. Watkins; **De Pauw University**, William M. Hargrave; **Duke University**, R. H. Woody; **Florida State College for Women**, Julia H. Heinlein; **Gyeorge Washington University**, Louise Omwake; **Illinois State Normal University (Southern)**, Ruth O. Rose; **Iowa State College**, Hester Chadderdon; **Iowa State Teachers College**, N. O. Halvorson; **Louisiana State University**, W. Rigeley Edwards, Jr.; **University of Louisville**, Harold H. Millott; **University of Michigan**, Ned B. Allen; **University of Oklahoma**, Adriaance S. Foster; **Oregon State College**, Henry D. Squires; **Pennsylvania College for Women**, Nita L. Butler; **Pennsylvania State College**, John R. Roberts, T. E. Shearer, Wm. L. Shetler; **University of Pittsburgh**, Thomas H. Osgood; **Purdue University**, L. Margaret Johnson; **Sam Houston State Teachers College**, Evelyn M. Carrington; **Skidmore College**, Dorothy S. Cummings, Stanley E. Saxton; **Temple University**, Ellis O. Hinsey; **Washington State College**, Stella M. Heywood; **Wells College**, Millicent H. Russell; **Yale University**, Dorothy C. Beck, Ruth French; **Junior Members Not in University Connection**: Anne E. Denison (M.A., Columbia University), Louisburg, N. C.; Felicitas M. Doherty (M.A., Edinburgh University), Sea Girt, N. J.; R. E. Jagers (Ph.D., Cornell University), Frankfort, Kentucky; Walter Krausnick (Ph.D., University of Michigan), Ada, Ohio; Allon Peebles (Ph.D., Columbia University), Washington, D. C.; Leslie R. Sovocool (Th.M., Princeton University), Graceham, Md.; J. E. Wallace Wallin (Ph.D., Yale University), Virginia Beach, Virginia; Kenneth O. Warner (M.A., University of Washington), Washington, D. C.

## NOMINATIONS FOR MEMBERSHIP

The following one hundred and ninety-one nominations for active membership and sixty nominations for junior membership are printed as provided under Article IV of the Constitution. Objection to any nominee may be addressed to the Secretary, 744 Jackson Place, Washington, D. C., or to the Chairman of the Committee on Admissions<sup>1</sup> and will be considered by the Committee if received before May 25, 1931.

The Committee on Admissions consists of Frederick Slocum, Wesleyan, Chairman; W. C. Allee, Chicago; A. L. Bouton, New York; E. S. Brightman, Boston; E. C. Hinsdale, Mt. Holyoke; A. C. Lane, Tufts; A. O. Lovejoy, Johns Hopkins; W. T. Magruder, Ohio State; Julian Park, Buffalo.

Hazel Abbott (English), Converse  
 John Q. Adams (Geography), Missouri  
 Svea M. Anderson (Music), Juniata  
 Donald Anthony (Economics), Akron  
 Russell Bauder (Economics), Missouri  
 John F. Bell (Business Administration), Western Reserve  
 Jesse S. Boughton (Philosophy), Gettysburg  
 Edward A. Boyden (Anatomy), Alabama  
 Fred G. Bratton (Religion), Rochester  
 Frederick E. Breithut (Chemistry), Brooklyn  
 John Bridge (Classical Languages), City of New York  
 Samuel G. Bridges (History), Moorhead State Teachers  
 Bruce W. Brotherston (Philosophy), Tufts  
 Ford K. Brown (English), St. John's  
 Mildred W. Brown (Pathology), Missouri  
 John W. Bulger (Civil Engineering), Akron  
 Donald L. Burdick (Biology), Union  
 Charles N. Burrows (Sociology), Simpson  
 Margaret K. Cable (Ceramics), North Dakota  
 Othniel R. Chambers (Psychology), Oregon State  
 Frieda Chapman (Education), Wittenberg  
 J. C. Charlesworth (Political Science), Pittsburgh  
 Arnold M. Christensen (Education), Moorhead State Teachers  
 Joseph D. Clark (English), North Carolina State  
 Jesse D. Clarkson (History), Brooklyn  
 Linda M. Clatworthy (Library), Denver  
 Leon E. Cook (Education), North Carolina State  
 Walter Cook (Chemistry), Akron  
 Mario E. Cosenza (Classical Languages), Brooklyn  
 Thomas E. Coulton (Public Speaking), Brooklyn

<sup>1</sup> Nominations should in all cases be presented through the Washington Office, 744 Jackson Place, Washington, D. C.

M. Boyd Coyner (Psychology), Virginia State Teachers  
Ernest E. Dale (Biology), Union  
Marie Darst (Home Economics), Purdue  
S. B. Davis (Education), Pittsburgh  
Alexis J. Diakoff (Mechanical Engineering), North Dakota  
Arthur Dickson (English), City of New York  
M. E. Dimock (Political Science), California (Los Angeles)  
Elmer Ellis (History), Missouri  
Leslie Fahrner (Geography), Missouri  
Ernest A. Fieger (Chemistry), Louisiana State  
M. Louise Finney (Education), Rutgers  
Florence M. Foster (English), Bethany  
Kendall W. Foster (Biology), Tufts  
Marie Garten (Languages), Hanover  
John J. Geise (History), Pittsburgh  
Mary B. Gibson (Education), Fairmont State Normal  
Morton Gottschall (Economics), City of New York  
Julia Grout (Physical Education), Duke  
Delo C. Grover (Psychology, Philosophy), Baldwin-Wallace  
T. M. Hahn (Physics), Kentucky  
Herman F. Harris (English), Rollins  
M. Alberta Hawes (Astronomy), Vassar  
Sylvester J. Hemleben (History), New Rochelle  
George K. Hibbets (Music), Greensboro  
W. C. Hilmer (Languages), Simpson  
Bennett M. Hollowell (English), Bradley Polytechnic  
Samuel M. Holton, Jr. (Education), Virginia State Teachers  
Maud Hull (Education), Fairmont State Normal  
Alma D. Jackson (Zoology), New Hampshire  
H. Louis Jackson (Chemistry), Rhode Island State  
Martha P. Jayne (Physical Education), Drury  
Samuel Joseph (Sociology), City of New York  
Erna Jüllig-Broda (German), Antioch  
Dudley Jyng (Bible), Brown  
Edith W. Kay (English), North Dakota  
J. Redding Kelly (Art, Drafting), Brooklyn  
Sinclair Kerby-Miller (Philosophy), Missouri  
Joseph Kise (Political Science), Moorhead State Teachers  
Elmer C. Koch (Accounting), North Dakota  
Louise Leonard (Education), Fairmont State Normal  
Mary E. Lewis (Modern Languages), Oregon State  
Robert B. MacDougall (Art, Drafting), Brooklyn  
John H. McFadden (Psychology), Pittsburgh  
George H. McFarlin (Chemistry), St. John's  
Thelma MacIntyre (Zoology), Meredith  
R. M. MacIves (Sociology), Columbia  
Wilbur T. Meek (Economics), St. Lawrence  
Carl A. Mendum (English), Virginia Military

Martin Meyer (Chemistry), Brooklyn  
Theodore R. Meyers (Geology), New Hampshire  
Ruth E. Michaels (Home Economics), Stout  
R. O. Moen (Business Administration), North Carolina State  
Charles F. Mullett (History), Missouri  
Byron D. Murray (English), Moorhead State Teachers  
Werner Neuse (German), Wisconsin  
Stephen W. Nile (Physics), New York  
Mildred B. Northrop (Economics, Sociology), Hood  
Richard J. O'Neil (Physical Education), Brooklyn  
Helen E. Peck (English), Rhode Island State  
Jacob Perlman (Economics), North Dakota  
Martha Pilger (German), Juniata  
Clarence M. Pruitt (Education), Alabama  
Franklin K. Rader (Commerce), Southern Methodist  
John J. Rellahan (Economics), North Dakota  
Renata Remy (English), Hunter  
Edna Richmonds (Education), Fairmont State Normal  
J. Merle Rife (Languages), Tarkio  
Roy W. Roberts (Agriculture), Arkansas  
Robert Rockafellow (Economics), Rhode Island State  
Vladimir Rojansky (Physics), Union  
A. M. Rovelstad (Latin), North Dakota  
Ole R. Sande (Psychology), Moorhead State Teachers  
Ralph J. Scanlan (Commerce), Tennessee  
Harold Schlosberg (Psychology), Brown  
Alice C. Schriver (Physical Education), Washington (St. Louis)  
Joseph R. Schwendeman (Geography), Moorhead State Teachers  
Lewis E. Severson (Economics), Beloit  
Milton L. Shane (Modern Languages), George Peabody for Teachers  
Anna T. Sheedy (History), New Rochelle  
Roy V. Sherman (Political Science), Akron  
Oliver Shurtleff (Education), Fairmont State Normal  
Francis B. Simkins (History), Virginia State Teachers  
V. M. Sims (Psychology), Alabama  
Rodney A. Slagg (Botany), Akron  
Scott W. Smith (Physics), Pittsburgh  
Donald Snedden (Psychology), New York  
Therese K. Stengel (Languages), Colorado  
Harry E. Stinson (Art), Iowa  
Frank J. Studer (Physics), Union  
Henry W. Taylor (Mathematics), Southwestern  
W. Phelps Thomas (Languages), George Washington  
Franklin T. Walker (English), Carson-Newman  
Margaret W. Weeks (Home Economics), Texas Technological  
Henry B. Weltzin (Industrial Arts), Moorhead State Teachers  
Harold M. Williams (Child Welfare), Iowa  
Matilda Williams (Art), Moorhead State Teachers



Elmer Wood (Economics), Missouri

Karl E. Zener (Psychology), Duke

### NOMINATIONS FOR JUNIOR MEMBERSHIP

Edith L. Allen (Home Economics), American  
 Mildred L. Bacon (Home Economics), Syracuse  
 M. Lelyn Branin (Biology), Ohio  
 Marion M. E. Broadbent (Languages), Bryn Mawr  
 Irving W. Burr (Mathematics), Antioch  
 Lawrence E. Eberly (Music), Iowa  
 Abraham Edel (Philosophy), Columbia  
 Henry Federighi (Biology), Antioch  
 Benjamin Gaines (Physics), Pittsburgh  
 Richard O. Hale (Classics), Missouri Valley  
 George H. Harding (Civil Engineering), Louisville  
 Daniel Harris (Psychology), Lehigh  
 Harry P. Hartkemeier (Economics), Missouri  
 Joseph W. Hawthorne (Psychology), Washington (St. Louis)  
 Guy L. Hilleboe (Education), New York State Teachers  
 Agnes H. Houghton (French), City of Detroit  
 Hannah Hyatt (English), Wellesley  
 E. Fronde Kennedy (English), Converse  
 Guy S. Klett (History), Pennsylvania  
 Alpha M. Looney (Botany), Iowa  
 Roger P. Matteson (Economics), Tennessee  
 Ray E. Miller (Psychology), Iowa  
 A. V. Overn (Education), North Dakota  
 William A. Peabody (Biochemistry), Virginia Medical  
 Lois A. Pearman (Home Economics), Meredith  
 L. Robert Pepper (English), Missouri  
 William J. Petersen (History), Iowa  
 Herbert P. Riley (Biology), Princeton  
 Charles Sellerier (English), Florida  
 Lucile D. Smith (English), Ohio State  
 Raymond L. Taylor (Entomology), Syracuse  
 Frank C. Tibbetts (Business Administration), Citadel  
 John L. Tierney (Economics), Minnesota  
 Charles W. T. Weldon (English), Columbia  
 Newell R. Ziegler (Bacteriology), Washington State

### SUPPLEMENTARY LIST OF NOMINATIONS FOR ACTIVE MEMBERSHIP

Harold H. Abelson (Education), City of New York  
 George I. Adams (Geology), Alabama  
 Fay Alexander (Home Economics), Sam Houston State Teachers  
 Margaret E. Bieri (Education), Moorhead State Teachers

Warren D. Bowman (Psychology), Juniata  
Thomas A. Brady (History), Missouri  
W. Elizabeth Burk (English), Southern Illinois State Teachers  
Charles H. Butler (Education), Missouri  
Herman H. Chapman (Business Administration), Alabama  
Joseph W. Charlton (Economics), Grinnell  
Thomas E. Cochran (Psychology), Centre  
John C. Cochrane (History), Minnesota State Teachers  
Carroll R. Daugherty (Economics), Alabama  
John B. Douds (English), St. Lawrence  
Dorothy W. Douglas (Economics, Sociology), Smith  
Paul B. Eaton (Mechanical Engineering), Lafayette  
Frank H. Eby (Botany), Temple  
Theodore S. Eckert (Chemistry), Birmingham-Southern  
Simon E. Fagerstrom (History), Michigan State Normal  
Edward Fleisher (Mathematics), Brooklyn  
Raymond H. French (Chemistry), Virginia State Teachers  
George W. Friedrich (Biology), Minnesota State Teachers  
Roy E. Graves (Chemistry), Moorhead State Teachers  
E. W. Gregory, Jr. (Sociology), Alabama  
Raymond A. Hall (English), Vermont  
James Halladay (Economics), Alabama  
J. W. Hansen (Law), Syracuse  
Charles W. Harris (Religion), Lafayette  
Allen R. Hartzell (Chemistry), St. Lawrence  
Pearl Hogrefe (English), Louisiana Polytechnic  
Ethel Ice (French), Fairmont State Teachers  
Harry A. Itter (Geology), Lafayette  
W. Melville Jones (English), William and Mary  
Mason Ladd (Law), Iowa  
Gladys E. Leonard (Physical Education), South Dakota  
Robert I. Little (Romance Languages), Alabama  
George K. McCabe (Economics), Pittsburgh  
Robert E. McClendon (History, Government), Buffalo  
Whitley P. McCoy (Law), Alabama  
John R. McCrory (Psychology), Minnesota State Teachers  
Angus H. MacLean (Religion), St. Lawrence  
Fannie Malone (Spanish), Drake  
Edson R. Miles (English), St. Lawrence  
Edward W. Morehouse (Economics), Northwestern  
Edgar L. Morphet (Education), Alabama  
R. B. Munson (History), Temple  
Ray D. Nelson (English), Tarkio  
Bessie Noyes (Zoology), Indiana State Teachers  
S. Howard Patterson (Economics), Pennsylvania  
Emanuel M. Paulu (Education), Minnesota State Teachers  
Oran Raber (Biology), Immaculata  
Henry Reiff (Government), St. Lawrence

William V. Roosa (Philosophy), Culver-Stocker  
George K. Schacterle (Chemistry), Temple  
George B. P. Schick (English), Beloit  
Septima Smith (Zoology), Alabama  
H. L. Turner (Education), Michigan State Normal  
Joseph Valasek (Physics), Minnesota  
Charles G. Vannest (History), Harris Teachers  
Marcus Whitman (Economics), Alabama  
E. Baskin Wright (Political Science), Alabama  
Robert V. Young (Education), Pittsburgh  
Leslie D. Zeleny (Sociology), Minnesota State Teachers

### SUPPLEMENTARY LIST OF NOMINATIONS FOR JUNIOR MEMBERSHIP

Frederick W. Bachmann (Germanics), Chicago  
Marvin A. Bacon (Economics), Vanderbilt  
Harry X. Bay (Geology), Iowa  
Edward L. Clark (Geology), Iowa  
Julian S. Duncan (Economics), Bryn Mawr  
Oscar M. Fogle (Education), Harvard  
Karl W. Guenther (Economics), Michigan State Normal  
Rex M. Johnson (Political Science), Ohio State  
Eulin P. Klyver (Library), Skidmore  
Maurice M. Lemme (Mathematics), Toledo  
Tate Lindsey (Physics), New York  
R. V. Lott (Horticulture), Miss. Agricultural and Mechanical  
Berniece C. Mead (Education), Michigan  
Merlin G. Miller (History), Emporia  
Burton Milligan (English), Missouri  
Richard H. Paynter (Psychology), Pennsylvania  
Margaret G. Reid (Economics), Iowa State  
Charles C. Rodeffer (Mathematics), Texas Technological  
Manley R. Sackett (Sociology), Washington State  
Vitaly Sakouta (Mathematics), Mass. Inst. Technology  
Waldo E. Smith (Civil Engineering), Illinois  
George R. Stevens (Economics), Virginia  
Elisabeth F. Stevenson (Economics), Wellesley  
John P. Vinti (Physics), Mass. Inst. Technology  
Austin B. Wood (Psychology), Brooklyn

## Appointment Service Announcements

The appointment service is open to members only. Those interested in keyed vacancies listed below may have duplicates of their registration blanks transmitted to appointing officers on request.

All correspondence should be addressed, Appointment Service, American Association of University Professors, 744 Jackson Place, Washington, D. C.

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### Vacancies Reported

American History: Specialist in field (particularly colonial), eastern women's college. Also teach general European history sections. V 400

Art: Head of department, north central college. Instruction in certain forms of practical art, and history of art courses. Woman, M.A., teaching experience. Salary, \$2300-\$2700. V 381

Biological Science: Head of department, new university, western city. Man trained in zoology. V 393

Biological Sciences: Woman, acting head of department, small southern college. Substitute, possibly permanent appointment. Ph.D. in biology, Protestant church member. V 397

Botany: Instructor or assistant professor, eastern urban institution. Ph.D. and some experience necessary. V 365

Chemistry: Substitute for head of department during coming school year; possibility of permanent appointment. Southern college. Industrial chemist; teach general, analytical, and physical chemistry. V 363

Civil Engineering: Teacher, centrally located college. Basic engineering courses, such as surveying, and proper properties and mechanics of materials. Knowledge of theory and practice in field; good grounding in mathematics and

physics essential. Salary, \$1800-\$3000, depending on applicant's training and experience. V 370

Economics: Associate professor, eastern urban university. Principles of economics and advanced economic theory, including modern types and history of economic thought. Ph.D., college teaching experience. Salary, \$4000. V 384

Economics: Man, geographic training background, for courses in industries and resources in the United States; eastern college of business administration. V 390

Economics: Professor and head of economics department, eastern university's school of commerce. Ph.D. and some teaching experience requisites. Salary, \$3500. V 364

Economics: Young man, tutor, eastern urban college. Some teaching, with opportunity for research and study for doctorate. Salary, \$2000. V 402

Economics and Sociology: Instructor, southwestern college. Ph.D., and member of Catholic church. V 388

Economics and Sociology: Two-year substitute for assistant professor, central college. Instructor, with training and experience, satisfactory. Salary, \$1800-\$2000. V 398

Education: Assistant professor, eastern urban university. Educational psychology, tests and measurements. Ph.D., experience. Salary, \$3000. V 374

Education: Experienced Ph.D., eastern urban college. Familiarity with New York public school system valuable qualification. Initial salary, \$5000. V 375

English: Assistant professor, eastern university. Ph.D. from outstanding institution, considerable experience in teaching and research desired. Initial salary, \$3500. V 373

English: Head of department, southwestern teachers college, Ph.D., experience in both public schools and colleges preferred; Protestant church member. Salary, \$3000, plus \$750 for summer work. V 369

English: Instructor, northern college. Special interest in



composition. M.A., Ph.D. if possible; experience, especially with freshmen. Salary, \$2000-\$2300. V 379

German and Spanish: Instructor, eastern state university; advanced German composition, German literature, and elementary Spanish. M.A., candidate for Ph.D., some experience desired. Initial salary, \$2000. V 371

History: Specialist in 19th century European history, eastern women's college. Knowledge of Russian or Far East history. V 401

Latin and Greek: Instructor, New England college. M.A., several years' experience; Protestant preferred. Salary, \$1800-\$2000. V 386

Mathematics: Head of department, western university; sufficient training to offer one general course in physics. V 396

Medicine: Assistant professor, medical bacteriology and preventive medicine; mid-western institution. M.D. or Ph.D.; experience or training in hygiene, pathogenic bacteriology, immunology, and serology. To take charge of diagnostic work in public health laboratory. Half-time each semester to research. Good salary, excellent opportunities. V 337

Music: Teacher of voice and tenor soloist, centrally located university. Young man, A.B. degree, some college teaching experience. Direction of chapel choir, in addition to regular voice teaching. Salary, \$3000. V 359

Physics: Instructor, eastern technical institution. Ph.D., considerable experience. Salary, \$1800-\$2500, according to candidate's qualifications. V 399

Physics: Instructor, one or two year substitute, western university. General physics course, and laboratory sections. M.A. or equivalent, experience. Salary, \$1800-\$2200. V 385

Physics: Professor and head of department, large woman's college, eastern city. Ph.D. and successful teaching experience required. Salary, \$4000-\$4200. V 351

Psychology: Woman, New England junior college of high standing. Ph.D.; experience in college personnel work preferred. Courses in study, psychology, mental hygiene. Individual guidance of students essential. Protestant; age, 30-40 years. Salary, \$3000-\$3500. V 368

Romance Languages: Head of department, northern college. Spanish or Italian, in addition to French. Woman preferred; Ph.D., some foreign study, and teaching experience. Salary, \$2700-\$3000. V 382

Romance Languages (especially French): Associate professor, middle western urban university. Ph.D., and experience. Salary, \$3250-\$3750. V 383

Science: Woman, eastern junior college; M.A.; biological sciences, also chemistry and physics. Protestant, between 30 and 40 years of age. Salary \$2500-\$2800. V 367

Sociology: Young man, middle western university. Anthropological approach. Ph.D. desired. Salary, \$2000-\$3000, according to ability and experience. V 387

Spanish: Instructor, northern college. Native woman preferred; M.A. at least, and some teaching experience. Salary, \$2000-\$2300. V 380

Spanish and French: Instructor, young American, eastern men's college. M.A. or Ph.D., good command of Spanish, reading knowledge of French. Personal interview necessary. Salary, \$2000. V 321

Zoology: Five half-time men instructors, candidates for doctorate, central university. Laboratory teaching and supervision in introductory course, amounting to 20 hours per week. M.A., or equivalent, and teaching experience required. Six hours' free tuition in Graduate School, and salary of \$1200. V 372

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### Civil Service Announcements

Medical Officer: Vacancies in Washington and other regions. M.D., and certain training or experience required. Ratings on education, training, and experience; no examination. Applications considered until June 30, 1931.

Assistant Psychologist: Vacancy in the Public Health Service at Leavenworth, Kansas, open to men only. College graduates, major work in clinical psychology, with two years' experience or postgraduate work in clinical psychology. Entrance salaries, \$2600-\$3100. Applications to be made by May 6, 1931.

Applications for the above positions should be made to the U. S. Civil Service Commission, Washington, D. C. Full information regarding the vacancies, together with application blanks, may be obtained from the Commission.

### Teachers Available

Business Administration and Operation: Head department, six years' teaching, and six in administrative position in industrial work, including accounting. Would like to teach business administration from practical viewpoint. Research, publications. A 147

Botany: Ph.D., eight years' experience in eastern institutions. Can teach any phase of botany, also elementary courses in bacteriology, gardening, and horticulture. Publications, research. Prefers location in reach of ocean to continue research. A 148

Economics and Business Administration: M.A., thorough training in all branches; now in law practice, desires to return to teaching field. Experience as instructor and assistant professor. Age 35. Excellent references. A 149

Economics: M.A., fourteen years' teaching experience in business administration, marketing, salesmanship, and business English. Four years' business experience, covering efficiency work, salesmanship, advertising, office administration. Knowledge of French and German. Seeks opportunity to teach upper-division and graduate courses in marketing and allied subjects. A 150

Economics: M.A., J.D., and Ph.D. from Iowa and Chicago; twelve years' experience in college teaching and administrative work. Especially interested in banking, finance, corporation economics, and marketing; also has taught social sciences, including accounting, government, and law. A 151

Education: M.A., work for Ph.D. completed, dissertation ready for publication. Eleven years' teaching and executive experience in public schools and colleges. Interested in educational psychology, research, history and philosophy of education. Seeks opportunity for teaching and continuation of creative scholarship. Available, 1931.

A 152

Education and Psychology: Ph.D., now head of department, eleven years' college experience, eight years' public school. Seeks responsible post in larger institution, teaching some graduate courses. Interested in secondary education, administration, measurement, history of education, educational psychology.

A 153

Education, Personnel, Psychology: Ph.D. Several years' experience in college and university teaching, guidance and research. Also public high school teaching and administrative experience. Interested in opportunities in college personnel and guidance or in teaching educational psychology, mental and educational measurements.

A 154

Engineering: Six years' experience, in charge of courses in mechanics of engineering in state university. M.S. Cornell; candidate for Ph.D. Four years' engineering experience in responsible positions. Desires assistant or associate professorship, teaching mechanics of engineering, thermodynamics, or hydraulics.

A 155

English: A.M. Cornell, two years' work toward Ph.D. Two years' university teaching experience. Travel. Survey courses English and American literature, and advanced courses. Special interest history prose fiction. Desires position in college or university.

A 156

English: Ph.D. Yale. Desires position in college or university with greater opportunities for research and advancement. Thirty-three years old. Ten years' experience in college and universities. Available in September.

A 157

English: Ph.D., can teach all fields of literature, acting, but especially interested in voice and speech. Specialty is English metrics. Experience directing dramatic productions. Extensive research and publications. Would like professorship with opportunity for research.

A 158

French and German: Woman, Ph.D. Johns Hopkins; fifteen years' experience in American colleges. Foreign born, in America since 1911. Also qualified to teach Spanish and Italian. European travel, two years' residence in Italy. Desires permanent appointment with opportunity for research. A 159

History: Ph.D., assistant professor, six years' experience, teaching U. S., European, and Ancient history, also political science. Author of two books (one on French Revolution). Member international historical society. Available for 1931 summer sessions. A 160

History and Political Science: Woman, Ph.D., six years' experience in college teaching; research abroad (on fellowship); publications. Desires position in English, European history, or political science in college or university, preferably in vicinity of New York City. A 161

History: Ph.D., modern European and American; competent to teach government and economics; travel; research; author; reputed to be a very excellent teacher; seeks professorship or head of department. A 162

History, Political Science, and International Relations: M.A. Harvard, Ph.D. Columbia. Ten years' experience in college teaching, including headships of departments. Holder of scholarships and fellowships. Author and lecturer. Research in psychology of politics and international relations. References available from present institution. A 163

Latin: Ph.D. Harvard, several years' teaching experience in secondary and college work. Articles in American and foreign journals. Extensive research abroad. Now engaged in research and publication under auspices of Mediaeval Academy. Desires position for 1931, including if possible direction of graduate students in post-classical and mediaeval fields. A 164

Latin and Greek: Ph.D., associate professor in Canadian institution. Research and study of psychology of Plato and Aristotle. European residence and travel. A 165

Mathematics: M.A. Columbia, Ph.D. University of Vienna. Study in three other European universities. Experience as head of department and dean of liberal arts college. Desires better opportunities for teaching and research. A 166

Mechanics or Machine Design: M.S., seven years' engineering design experience and nine years' teaching experience in leading university. A 167

Philosophy and Education: Ph.D. recently received; six years' teaching experience in large university. Project method, two publications in this connection. Lecturing to large classes and to adult groups. Humanistic inclinations: several lectures under auspices of religious groups. Desires assistant or associate professorship in school in moderately large city; position and prospects of first importance. A 168

Philosophy, Psychology, English Bible: M.A. from two leading eastern universities; written examinations passed for Ph.D., dissertation nearly completed. Fourteen years' college experience. B.D. from leading eastern theological seminary. Would like assistant, associate, or full professorship. Philosophy, alone, preferred. Available 1931. A 169

Physics: M.S., Ph.D.; eleven years' teaching experience. Would like assistant or associate professorship. Specified all power arrangements for all laboratories in present position. Training in general physics, minors in astrophysics and alternating currents. Research, publications. A 170

Political Science: Ph.D., LL.B.; desires professorship or head of department; successful author and excellent researcher; extensive travel; "splendid" teacher of eleven years' experience; competent to teach history, economics, and sociology; available in fall. A 171

Psychology: Ph.D. Ten years' teaching; three years in state university; three years' experience directing psychological clinic. Research studies in leading journals. Thirty-seven years old. Desires head of psychology department, professor of psychology, or dean of men. A 172

Psychology and Education: Woman, Ph.D., thirteen years' college experience. Personnel guidance, experimental educational projects, teacher training, in addition to teaching. Interested in educational psychology, mental hygiene, and child psychology, preferably in a university, also in assistance with student personnel work or pre-school laboratory. Research, publications. A 173



Psychology and/or Education: Assistant professor in large state university; Ed.D. Harvard; over two years' teaching psychology in class "A" eastern universities (regular and summer school) introductory or educational, industrial and applied psychology, educational statistics and experimentation, tests and measures, research in social psychology. A 174

Psychology or Education: Ph.D. eastern university; fourteen years' teaching experience in eastern and western universities, including administrative position in school of education. Also exchange professor in foreign university. Research work, measurement and test procedure. Desires associate or full professorship. A 175

Public Finance: Ph.D. Johns Hopkins; experienced professor in field, just completing report of a study on local finance as chairman of public committee working through past year. Seeks position allowing time to develop undergraduate and graduate work in the field. Capable and willing to teach certain other courses in economics. A 176

Romance Languages: Woman, M.A. and Ph.D., major interest French, but also teaches Spanish and Italian. Thirteen years' teaching experience. European parentage; foreign travel and study since childhood. Research in French poetry and literary criticism of early 17th century; also in contemporary novel. A 177

Sociology and/or Oriental Studies: Ph.D. Chicago, eight years in Far East and Europe, four years' teaching in American university, associate professor in sociology. Historical sociology; or general theory, e.g., equipped for sequences in social attitudes, status, organization, in group behavior, publics, movements, or in cultural change, conflict, control. In Oriental field, application of cultural and psychological approaches to contemporary Far East, and to Oriental-Occidental relations, as background for politics or trade of Far East. A 178

Spanish: Woman, M.A., Ph.D. Can teach Spanish language and literature, also Spanish and Hispanic-American history and civilization, and French. Several years' European travel and study, and year's residence in Cuba and Mexico. Publications, research. A 179

